

**CHILMARK AND FONTHILL BISHOP
CHURCH OF ENGLAND AIDED PRIMARY SCHOOL**

“With God, we live and learn”

SEN Information Report

Chilmark and Fonthill Bishop School is an inclusive establishment. We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/cares who play an active and valued role in their child’s education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

What kind of special educational needs provision is accessible for children at Chilmark and Fonthill Bishop School?

Chilmark and Fonthill Bishop School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or education need.

Please see our Special Educational Needs Policy on the school website at www.chilmarkfonthillbishop.wilts.sch.uk, under Policies.

THE LOCAL OFFER

Wiltshire Council has published its ‘Local Offer’ which sets out what is available in Wiltshire in relation to education and enables parents/carers and young people to access clear and comprehensive information about the support and opportunities that are available. Information about the Wiltshire Local Offer can be accessed through this link www.wiltshirelocaloffer.org.uk.

How do we identify children with special educational needs and assess their needs?

The school follows the guidance contained in the Code of Practice. As a school we have adopted a register of need which can be used as the first stage in assessing pupils as being in need of SEN support.

CONCERN

The class teacher or the parent identifies a concern that a pupil may have a special education need. There are a variety of ways that pupils who may need extra help are identified:

- on entry observations when a pupil starts in our reception class
- half termly monitoring of progress

- concerns raised at any time by the class teacher
- concerns raised by parents
- professional diagnosis by an outside agency, such as our School Nurse.

This may be a temporary concern. Records of such concerns should be maintained by the class teacher. At this point the class teacher will collect all relevant information about the child, consult with parents and the SENCo and monitor the child's progress. Within a pre-determined timescale the teacher will review progress with the parent and pupils where possible, and decide whether to proceed to the next stage.

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated response.

The Code does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements fall into 4 broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents determine that a child is not making satisfactory progress, the class teacher will consult the SENCo. They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through SEN support. A GRSS form is required to determine whether the child meets the criteria for SEN support.

SEN SUPPORT – A GRADUATED RESPONSE

SEN Support is required if it is necessary to make provision which is in addition to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or numeracy
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour and discipline approaches used in school
- Has physical or sensory problems and despite specialist equipment still makes little or no progress

- Has communication and/or interaction difficulties which lead to them making little or no progress

Where, despite all our best efforts, the child still continues to make little or no progress in the areas targeted, we will discuss with the parents and the child the need for us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Educational, Health and Care Plan. Where a child has an EHP Plan/existing Statement we will carry out an annual review which parents, child, outside agencies, SENCo and the class teacher will be invited to attend.

How do we consult with parents of children with special educational needs and involve them in their child's education?

Parental responsibility is defined under Section 2 of the Children's Act 1989 (Appendix F). Parents or carers are seen as partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision making process in the school. Parents' contributions to their child's education is highly valued by the staff of the school. Parents are encouraged to involve their child in the decision making processes, including determining the level of participation, recording pupil's views and in implementing and reviewing the Support Plan.

We invite parents into school at the start of the academic year to learn about the expectations for pupils in that year group. Parents are also invited into school to meet more formally with their child's teacher at Parent Interview evenings. Parents are actively encouraged to be partners in their child's education and we do this by providing opportunities for informal discussions, telephone contact, progress reviews and yearly written reports.

How do we consult with children with special educational needs and involve them in their education?

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The way in which we encourage them to participate reflects their growing maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning by being voted onto the School Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for success in the Support Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

What are the arrangements for assessing and reviewing children's progress towards outcomes?

Once a potential special educational need is identified, 4 types of action will be taken to put effective support in place:

Assess – where is the pupil now in their learning?

Plan – what do we need to progress their learning?

Do – put intervention in place for specific time periods.

Review – what progress has been made? What worked? What do we need to do next?

Where appropriate we will seek additional information from the parents, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents and the child the next strategy for action. This may involve negotiating and discussing in some cases a Support Plan, with the child, parents, teacher and SENCo. A Support Plan is needed if a child is SEN Support and may require an EHP Plan in future, and will provide for:

- short term targets
- the teaching strategies
- what provision we will make
- when we will review the plan
- how we will judge the progress
- any outcomes after a review

All children who access any type of intervention will have a Provision Map which is created by the class teacher alongside discussion with the SENCo. The Provision Map sets out the support that each child receives and evaluates the success of any intervention.

All Plans/Maps are reviewed termly but monitored closely on an ongoing basis. The targets are discussed at Parent Interview evenings as well as when parents are invited into school.

What are the arrangements for supporting children moving between phases of education?

Close links are maintained with the pre-schools and records are passed onto this school.

This will be maintained by accurate and updated files and records.

Children who transfer to this school from another school will have their information requested by us from the previous school.

The SENCo and Year 5/6 class teacher work closely with the main secondary schools, Shaftesbury School and Gillingham School, to ensure a good understanding of the needs of the SEN pupils. The SENCo from the secondary school is invited to attend Annual Reviews for children with EHC Plans in Years 5 and 6 and in the summer term prior to transition, appropriate pupils are selected to attend a transition programme at the secondary school.

All relevant records and documentation are handed over to the secondary schools' SENCo at the end of the summer term. For pupils moving to other secondary schools or transferring to other primary schools, we will work to ensure that all relevant information is passed on.

What is the approach to teaching children with special educational needs?

Classroom organisation will take into account the time required for the assessment and identification procedure of pupils with special educational needs and also the differentiated work required for individual children within the class. The class Provision Maps outline additional and different targeted areas of support. Responsibility for this lies with the class teacher initially, in liaison with the SENCo and where appropriate LA or outside agencies.

Various non-contact times are utilized, e.g. assembly times, for the purposes of liaison, monitoring and assessment.

Realistic targets and deadlines should be set by the class teacher based on expertise available and knowledge of individuals in the class. This is to be achieved by careful planning and revisiting areas of the curriculum in different forms ensuring that the children remain motivated and self-esteem is maintained. On occasions it may be necessary to withdraw children from the classroom for specialist support. We would normally prefer SEN children to remain in the classroom especially when whole class topics are being discussed.

How are adaptations made to the curriculum and the learning environment of children with special educational needs?

The needs of the majority of pupils will be met in the classroom. Teachers are expected to make every effort to ensure that pupils with special educational needs are fully involved and included in the life of the class, such as participating in assemblies and the curriculum. For some pupils it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific timed activities related to their needs. This may be delivered by the teacher, teaching assistant or outside agency and will complement ordinary classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SENCo will oversee this provision to ensure it meets the objectives of our SEN policy.

What is the expertise and training of staff to support children with special educational needs?

Our SENCo is Mr Smith, who holds the National Award for Special Educational Needs Co-ordinators. She is responsible for co-ordinating the provision of special educational needs throughout the school. The best way to contact the SENCo is via email: head@chilmarkfonthillbishop.wilts.sch.uk or via the school office on 01722 716348.

The role of SENCo involves:

- day to day operation of the special educational needs policy;
- maintaining the special educational needs register;
- providing advice to staff and liaising with them on the writing of Support Plans.
- working alongside staff in assessing pupils' needs and ensuring that pupils make progress;
- overseeing and maintaining specific resources for special educational needs;
- liaising with outside agencies;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;
- managing teaching assistants.

Training will involve the SENCo, teachers and support staff in order to help them work effectively with pupils having special educational needs. These particular training needs will be closely related to the school's development plan. Staff attending further courses will feedback to staff meetings on courses attended. The effectiveness of such training will be monitored and evaluated by the SENCo and through the annual evaluation of our SEN Information Plan.

How will the effectiveness of the provision made for children with special educational needs be evaluated?

The success of our provision will be evaluated against the objectives stated on page 1 and measured by:

- teachers' planning reflecting the learning objectives for children with special educational needs.
- parents being aware of individual targets set for children by discussing and receiving copies of Support Plans for their child.
- children being involved in discussing, constructing and reviewing their own Support Plans.
- child attainment or progress, as measured by objective testing and teachers' professional judgement, being raised and highlighted on School Pupil Tracker.
- external evaluation by the responsible person and the LA adviser for special educational needs based on the objectives of the policy.
- termly monitoring of procedures and practice by the SEN governor.
- governor monitoring.
- the School Development Plan priorities which include the provision for SEN.
- value for money review of our Special Educational Needs funding.
- any external evaluation or inspection – OFSTED, Raiseonline.

How are children with special educational needs enabled to engage in activities available to children in the school who do not have special educational needs?

All pupils at Chilmark and Fonthill Bishop School are fully integrated into the life of the school and curriculum and encouraged to contribute to the social and cultural activities in school. We work closely with specialist teachers to complete risk assessments for pupils with additional needs for any off site activity, such as swimming, a school outing or residential trip.

What support is available for improving social and emotional development?

Chilmark and Fonthill Bishop School recognises that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Support from a trained ELSA (Emotional Literacy Support Assistant)
- Social Skills groups for children who will benefit from structured time in small groups with their peers
- Lunchtime and playtime support
- 'Safe Space' environment where a child can experience calm, peaceful time-out
- Where it is necessary we seek advice and support from outside agencies.

The SENCo will make the necessary arrangement and inform parents accordingly. These agencies normally include the Learning Support Team (SSENS), Speech Therapist, Behaviour Support Team, Social Care, health, LA personnel and Educational Psychologist.

Please see our Anti-Bullying Policy on the school website at www.chilmarkfonthillbishop.wilts.sch.uk under Policies.

How does the school involve other bodies in meeting children's special educational needs and supporting their families?

Close links are maintained with the LA in order to ensure that the school makes appropriate provision for pupils with special educational needs. Where it is necessary to contact outside agencies the SENCo will make the necessary arrangement and inform parents accordingly. These agencies normally include the Learning Support Team (SSENS), Speech Therapist, Behaviour Support Team, Social Care, Health, LA personnel and Educational Psychologist. Any or all of these agencies may be involved in assessment in the construction, delivery or review of targets set in pupils' Support Plans in order to ensure pupils' attainment is raised. There is regular monitoring of the use and effectiveness of all outside agencies.

What arrangements are in place for handling complaints from parents?

If a parent has a complaint they must discuss the matter with the class teacher. If it is not resolved they need to see the SENCo. If it is still not resolved it needs to go to the Headteacher and to the SEN Governor. After following this procedure parents may wish to contact the LA. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State. Complaints will be dealt with in an understanding and professional manner.

If you would like further information please visit our website www.chilmarkfonthillbishop.wilts.sch.uk, contact the school directly (01722 716348) or visit www.wiltshirelocaloffer.org.uk.