



SEND Information Report

Date: October 2023
Review Due: October 2024

Reviewed Annually

Introduction

As a member of the Griffin School Trust, Chivenor Primary School has a positive approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We welcome everybody into our community. The staff, Governing Board, pupils and parents work together to make Chivenor Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals.

Our SEND provision gives all pupils the opportunity to follow a curriculum specifically tailored to meet their needs while also developing life skills. We continually aim to improve pupils' self-confidence by enabling achievement and encouraging independent skills. We are committed to narrowing the gap between SEND and Non-SEND pupils.

All children and young people are entitled to an education that enables them to make progress so that they can achieve their best and become confident as individuals

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Chivenor Primary School, please contact Denise Cook on 0121 675 9833 or email us at enquiries@chivenor-gst.org.

SEND Coordinator: Mrs. Denise Cook
Pastoral Support: Mr. Mark Walker and Mrs. Katy Brockington
Mental Wellbeing support worker: Sally Evans

Definition of Special Educational Needs and Disability (Code of Practice: 0-25 April 2014)

The Code of Practice (2014) states:

A special educational need is defined as a learning difficulty or disability that makes learning a challenge for a child.

- they'll have greater difficulty learning than other children of the same age
- their disability prevents them making use of facilities

Local Offer

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents helping them understand the range of services and provision in their local area.

Our Local Offer can be accessed via <https://www.localofferbirmingham.co.uk/>

Chivenor Primary School SEND Information Report

Chivenor utilizes the Birmingham LA offer to meet the needs of SEND pupils as determined by our school policy.

Special Educational Needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Communication and Interaction (CIN)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children and young people who have a diagnoses of Autism Spectrum Condition (ASC), including Asperger's are likely to have particular difficulties with social interaction and communication which can impact on how they relate to others. They may also experience difficulties with information and sensory processing.

Cognition and Learning (CLN)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHA) or attachment disorder (AD).

Sensory and/or Physical Needs (S&PN)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Medical Needs

The Children and Families Act 2014 places a duty on all maintained schools and academies to make arrangements to support pupils with medical conditions. At Chivenor Primary School we use Individual Healthcare Plans, written in conjunction with health care professionals and parents. These specify what the medical need is and details what type of

support is required. Where a child with a medical condition also has SEN, the provision is delivered in a coordinated way with the healthcare plan and all relevant outside agencies.

How does Chivenor decide if my child is making less than expected progress?

Assessment

- Your Child's progress is continually assessed by his/her class teacher.
- His/her progress will be reviewed formally with the Head, Deputy and SenCo every term in reading, writing and numeracy.
- At the end of each Key Stage (years 2 and 6), all children are required to be formally assessed using Standard Assessment Tests (SATs).
- Where necessary, children will have an Individual Target Plan (ITP) based on targets set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a plan made.
- The progress of children with a SSPP or an EHC Plan will be formally reviewed at an Annual Review with parents and all agencies involved with the child's education.
- The SenCo will also check that your child is making good progress by monitoring all intervention and attending Pupil Progress meetings termly.
- Regular book scrutinies and lesson observations will be carried out by the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Adequate Progress is defined as

- Closing the attainment gap between the child and children of a similar age.
- similar to that of peers starting from the same attainment baseline.
- Matches or is better than the previous rate of progress.
- the pupil demonstrates an improvement in self-help skills, independent skills, listening skills and/or social skills.

How will the school let me know if they have a concern about my child's learning or well-being in school?

Parents /carers are always informed, at the earliest opportunity, if the school has a concern. This can happen through:

- Informal discussions with the class teacher
- Parents' evenings
- Pre- arranged meetings/conversations with the SenCo

We value your input and will discuss any concerns with you in detail.

Who do I contact if I have got a concern about my child's progress?

If you have concerns about your child's progress, you should initially talk to your child's class teacher. They will discuss your concerns and complete a SEND cause for concern referral, if necessary. Every teacher is responsible for delivering Quality First Teaching to all the children in his/ her class. In addition, teachers are expected to monitor the progress of your child and identify, plan and deliver differentiated lessons, which enable your child to participate fully in every lesson. (This could be things like targeted work, additional support, and different resources) They must ensure that the school's SEND Policy is followed in their classroom. If you have further concerns, you can speak to the SenCo or a member of the Pastoral Team.

The SENCO is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 1. Involved in supporting your child's learning
 2. Kept informed about the support your child is getting
 3. Involved in reviewing how your child is progressing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc...
- Updating the school's SEND register and making sure that there are accurate records of your child's additional needs and the support they are receiving.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. How will the school support my child if he/she does have an additional need? All class teachers deliver effectively targeted classroom teaching known as Quality First Teaching.
- Developing and reviewing the school's SEND policy.

This means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand. As a school, we use Target Tracker to identify gaps in knowledge and arrange interventions to close these.
- 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, memory aids, word and number mats and visual aids.
- Specific strategies and/or resources are in place to support your child to learn (these may be suggested by the SenCo or an outside agency).
- Teaching Assistants (TAs) may be allocated to work with your child 1-1 or in a small group.

However, in addition to Quality First Teaching your child may need some extra support. This support follows a graduated approach (also known as 'Assess, Plan, Do, and Review') as outlined in the revised SEN Code of Practice 2014 see attached diagram.

Graduated response

Universal Support

School staff or parents can initiate this stage. It is an informal stage where class teachers, in conjunction with the parents/carers, discuss the concern around the child and share experiences. An SEN cause for concern form is completed, and initial strategies to support the child are agreed. This will be offered as part of the Quality First Teaching children receive in class. A follow up date will be agreed with parents to review the impact of any new strategies. At the review, if the child has made expected progress no further interventions will be required.

If, however, there has been little or no improvement in the pupil's progress we will review the strategies and approaches that are currently in place. At this stage, the SenCo will be consulted for support and advice on further adjustments. Following a period of additional provision (at least half a term), the additional support will be reviewed. The impact and

quality of the support and/or interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. If the review concludes your child needs support over and above that which is normally available within the class or school, we will add your child to our SEND register.

Targeted Support

At this stage a My Plan will be written. This outlines the child's individual needs alongside suggested strategies which will support accelerated learning. This will be developed and distributed to all staff who work with him/her and a copy given to parents. Pupils and parents are encouraged to contribute to their My Plan. It may be decided that the pupil would benefit from some targeted work in a small group (Intervention group) usually run by a TA. Class teachers will then set up small groups where suitable interventions can be delivered. The effectiveness of these intervention groups are monitored carefully. Class teachers will discuss individual children's progress with their parents at Parents Evenings and informally upon request.

Specialist Support

This type of support is available for children whose learning needs are severe, complex and lifelong. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. It may also be necessary to move a pupil further along the graduate approach by applying for extra funding by putting an Individual Support Plan in place. More information regarding Support Plans can be found on Birmingham's Local Offer web page. This must be completed in conjunction with outside agencies and aims to give a clear picture of the severity of a child's needs and the cost of providing appropriate support. At this point it may also be useful to draw up a Support Provision Plan with detailed targets and strategies. This is reviewed termly with all partners.

SSPP (SEND Support Provision Plans)

SSPPs are a new document developed by Birmingham LA, for schools and settings to use. An SSPP demonstrates the provision being put in place for a child with complex and significance needs and who requires multi-agency involvement. SSPPs can also be used to gather the evidence required to apply for an EHCp if necessary. SSPPs are designed in a way that schools, in partnership with parents, are able to build up a picture of need and provision over time.

SSPPs are reviewed regularly, as per the Code of Practice for SEND (2015). The reviews include parents and any SEND support service involved with the child. At the review it can be decided to continue with an SSPP or to apply for an EHCp if the provision needed requires one in order to support delivery within our mainstream setting.

SSPPs are also used by the Local Authority as the mechanism by which mainstream setting can apply for additional top up funding for pupils who do not have an EHCp but where their funding profile indicates that the funding required is above the amount of funding the school is required to commit to meet your child's needs from within their own budget.

EHCp (Education, Health and Care plans)

When a child has been identified by professionals as needing a particularly high level of individual or small-group teaching the school (or you) can request that the LA coordinated an EHCp assessment. The local authority will need to consider the following key questions and be satisfied that Chivenor has provided sufficient evidence to address these questions.

1. Does the child/young person have a highly significant barrier to learning in comparison with others of her/his age?
2. Has the setting sought advice from external professionals?
3. Has the setting responded to advice from external professional specialists support by developing Support Provision Plans?
4. Has the child or young person's progress been reviewed over time?
5. Has the setting given clear information about how the SEN budget has been used to support the child /young person's special educational needs?

After the school has sent in the request, with all of the above information, to the Special Educational Needs Assessment and Review team (SENAR), it is their responsibility to decide if your child's needs are complex enough to need a statutory assessment.

*Parents can also make a request for an assessment for an EHCP.

For more information, please visit <https://www.localofferbirmingham.co.uk/>

How will I be involved in my child's education?

We acknowledge the vital role that parents and carers have to play in their child's education. We believe that a positive partnership between home and school is the best way to support every child. We will communicate regularly with you, especially if your child has additional or complex needs. We will explain what sort of additional help we will provide at school and where possible we will suggest ways in which you can support your child at home. Information from outside professionals will be shared with you. You will be invited to participate in all reviews. Chivenor will also hold regular Drop in sessions with the SenCo, normally on a Wednesday between 3.30 and 4.30 along with inviting parents/carers to take part in surveys.

How will my child be involved in their education?

We discuss children's work with them every day. We find that even at an early age, children are able to identify things they feel they are 'good' at and those things which they need extra help with. We regularly ask children their opinions about the types of additional resources they like to use e.g. writing slopes, cue cards, headphones, and coloured reading rulers. If your child is on the SEND register they are involved in the setting of their personal targets and in reviewing how they think they have progressed using specially prepared 'child friendly' target sheets. We also use pupil voice at least twice a year with all children on the SEND register.

How are the teachers in school helped to work with the children with additional needs and what training do they have?

The SenCo's job is to support the class teacher in planning for children with SEND. Our school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. All teachers are teachers of SEND. As such, it is the duty of the Senior Management Team to provide staff with appropriate training. The school provides training and support to enable all staff to improve the teaching and learning of children. This includes whole school training on SEND issues such as ASC, ADHD, and Dyslexia. Individual teachers and support staff sometimes attend training courses run by outside agencies where needs arise that are relevant to specific children in their class e.g. from the Communication and Autism Team (CAT) or Sensory Support Services (SSS). All teachers are trained in level 1 ASC and 2 members of staff are trained up to level 2.

Who are the other people providing services to children with any SEND or a medical need?

- 2 Learning Mentors who work with children with SEMH needs.
- A trained counsellor who is able to work with families as well as individuals.
- A team of LSAs with training in specialist provision such as Precision Teaching, RWI, Fresh Start, Wellcomm and Dyslexia Gold.

There are also a number of outside agencies who can offer support if both school staff and parents agree that this is desirable. Parental permission must be sought for this.

- Jaswinder Bhogal from The Autism Outreach Service (CAT Team)
- Charlotte Hollis from Sensory Service for children with visual or hearing needs are paid for centrally by the Local Authority but delivered in school.
- Nicola Stimson from The Pupil and School Service (PSS) is part funded by LA and part by school.
- Amy Mumford from The Educational Psychology for Everyone (EP)
- Afia Begum from Physical Difficulties Support Service (PDSS)
- Juanita Davis from Physiotherapy services
- Tilly Broom from SALT
- Kathryn Holland The Virtual School (LAC)

Along with these services, schools can make referrals to Health Services via an online referral system. We are also able to refer to Forward Think Birmingham (FTB), School Nurses and Speech and Language Therapists. We also work with voluntary organisations and value what they can offer our children. The SenCo and Designated Safeguarding Leads (Mrs D. Cox, Mrs. D. Cook, Mrs L. Guest and Mr. Skilling) work with Social Care bodies to support those children who are 'looked after' by the local authority and also have SEND.

Who can I contact outside of school for advice about SEND?

SENDIASS (SEND Information, Advice & Support Service) in Birmingham offers free, confidential advice, information and support to parents and carers about special educational needs.

To contact SENDIASS: Telephone: 0121 303 5004 E-mail: sendiass@birmingham.gov.uk

How is Chivenor accessible to children with SEND?

- The school building is accessible to children with physical disabilities via ramps and a lift.
- We have an accessible toilet located next to our nurture room and a care room with shower facilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- The school has an Accessibility Plan (see our website for further details) which aims to improve the participation of all our vulnerable children.

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.

- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Transition

How does the school support my child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SenCo 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 children move up a year group in school; Information will be passed on to the new class teacher in advance and at this time targets will be shared.
- Visual transition booklets are given to those children who would benefit from them.
- Where possible your child will spend extra time with their new teacher.

When moving from Year 6 to Year 7:

- The SenCo will liaise with the Secondary School SenCo to plan transition.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit Chivenor school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

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

Sometimes things happen in a child's life which can make them emotionally vulnerable. Chivenor offers a variety of pastoral support for pupils who are encountering emotional difficulties. These include PSHE groups, nurture provision, lunchtime clubs and small group work.

Where necessary, and with parental permission, the school can contact outside providers who may be able to offer 1-1 therapy and family support.