



Chipping Hill Primary School

Special Educational Needs Information Report

Information About Our Provision	
School ethos for SEND	<p>Almost all children experience difficulty at some time in their school career, albeit at different levels. The difficulties may be learning, behavioural, emotional/social, speech and language, medical or physical. Children may have already experienced difficulties prior to starting school although it may manifest itself at any time. A child is considered to have Special Educational Needs where their learning or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. All children need different levels of support at different times and as a whole school we work together to identify the individual needs of each pupil and decide on the best course of action at any given time.</p>
1.The arrangements for consulting parents of pupils with special educational needs	<p>At Chipping Hill Primary School we see parents and carers as partners in the process of the education and development of their child. We want to work closely with you to ensure that your child grows and develops into an independent and resilient young person able to cope with their life. Children experiencing difficulties in their learning will be initially supported by differentiation in their work and support by the class teacher. If children need additional support, the class teacher will liaise with the school's Inclusion Leader (Special Educational Needs Co-ordinator). The Inclusion Leader or class teacher will meet with the parent to discuss the next steps which could include:</p> <ul style="list-style-type: none"> • Referral to the Speech and Language Therapist Service • Advise parents to take their child to see their GP • NELFT's EWHMS (Emotional Wellbeing and Mental Health Service) • Referral to the Educational Psychologist service • Referral to the Specialist Teachers team <p>When a child is placed on the schools Special Educational Needs register, we will continue the consultation and review process with parents through:</p> <ul style="list-style-type: none"> • Termly parent's evenings to review progress • Individual meetings held at least twice a year to discuss specific targets that have been set for your child and their progress towards these • Where applicable there will also be yearly One Plan/ EHC (Education, Health and Care) Plan/Annual Review Meetings
2.The arrangements for consulting young people with special educational needs about, and involving them in their education	<p>At Chipping Hill Primary School we ensure children's involvement at every stage of their education. We will have age appropriate conversations with children about targets, progress and views and will record these accordingly. We will involve children in setting next step targets, strategies to achieve those targets and time scales for review, including (where applicable) the One Plan/EHC Plan/ Annual Review meeting.</p>

3. The name and contact details of the SEN Co-ordinator	<p>The school Inclusion Leader (special educational needs co-ordinator) is Mrs Natalie Gable. The Inclusion Leader is also a qualified teacher and has worked at the school in this role for many years. Mrs Gable works on a Tuesday, Wednesday and Thursday and can be contacted via the school office. Mrs Ann Duncan works alongside Mrs Gable and is the Speech and Language Specialist. Miss Dex is the Pastoral Support Worker and she is responsible for working with the children who need support in relation to their emotional health and well-being.</p>
4. 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	<p>We want to know when things aren't right with your child's learning. Should you have any concerns, we would recommend the following steps:</p> <ul style="list-style-type: none"> • Your first approach is to contact the class teacher or Inclusion Leader either through a letter, phone call or in person. We aim to resolve any issues swiftly, coming to mutual understanding and agreement. • The next step should be to contact the Headteacher, again either through a letter, phone call or in person. <p>We cannot resolve any problems that we are unaware of, so please share your concerns early so that they do not become a problem.</p> <ul style="list-style-type: none"> • The schools Governors are the next stage in trying to resolve a complaint. Contact information is available through the school office • Should none of these stages resolve your complaint then you can go to the Local Authority who retain responsibility for your child's education and the education part of the EHC plan. <p>You can find the schools Complaints Policy on our website or request a copy from the school office.</p> <p>If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide to you or the school, we can help you to find the right contacts to try to resolve the issues. The school cannot make other services act. Both health and social care have complaints procedures you can follow. Talking about concerns early and understanding who can help to resolve them is important to getting a prompt response.</p>
5. Information on where the local authority's local offer is published	<p>This can be found by visiting www.essexlocaloffer.org.uk</p>
6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support is available,	<p>At Chipping Hill Primary School identification and provision follows a graduated approach.</p> <ul style="list-style-type: none"> • Concerns are first raised and addressed through normal classroom practice. • Transition arrangements for children joining Reception are robust and the Inclusion Leader, Speech and Language Specialist and class teacher are closely involved where additional needs are made apparent. • We regularly monitor and assess children's learning and progress and discuss this at least termly with parents. • A range of assessments and interventions are scrutinised to measure impact and progress. • We have a range of additional interventions to support children's learning and development. • Targets are developed in collaboration with staff, specialists, other professionals, your child (where possible) and parents. • A comprehensive transition programme supports children throughout the school. • Families are expected to liaise with the school and form a strong partnership to meet the needs of their child. • All pupils with SEND take part in all aspects of school life.

activities and emotional support which is additional to those available for all pupils	
7. Information on the kinds of special educational provision made in the school	<p>We use a wide range of approaches to support the development and learning of pupils with SEND. This may include:</p> <ul style="list-style-type: none"> • Individual work with an adult on targets set on the child’s plan. • Working with an adult in a small group of pupils with similar levels of achievement on targets set on a child’s plan. • Targeted interventions to ensure learning, physical and emotional challenges are addressed as well as any health issues a pupil might have. • Use of health and social care colleagues eg speech and language therapist, EP (Educational Psychologist), paediatricians and occupational health, school nurse team, NELFT/EWMHS (Emotional Wellbeing and Mental Health Service). • Use of the Specialist Teacher Team. • Use of quality resources to support learning eg visualizers, finger and gym trail, Numicon, reading and writing resources, games, ICT and other specialist equipment eg wobble cushions, weighted lap pads
8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	<p>SEND is an integral part of the overall School Development Plan, which is reviewed termly by governors. The Inclusion Leader makes contact with any additional services required. Staff and support staff are trained to support SEND through whole school training or focused individual training needs eg Include Me In, Specialist Teacher INSET Training, CPD (Curriculum Personal Development) one day courses and courses provided by the voluntary sector eg Autism Education Trust.</p>
9. Information about the school’s policies for making provision for pupils with SEN including evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support	<p>The School’s SEND policy is available on our school’s website. The Teaching and Learning policy, including assessment, which states how we track children’s progress, is also available on the school’s website.</p> <p>The Inclusion Leader attends progress meetings with year group teachers, looking at individual children’s targets and monitoring progress towards those; identifying next steps and support/interventions.</p> <p>Any reports from outside professionals eg Specialist Teachers, Speech and Language Therapists and Health will inform additional support.</p>
10. Information about how equipment and facilities to support children and young people with special educational needs will be	<p>At Chipping Hill Primary School we provide a good level of access and equipment for all pupils within the school. Some individual learners will need specialist equipment or resources. Parents are invited to visit the school and meet with the Inclusion Leader or Head teacher to discuss the range of resources available. Our Governors plan and budget for SEN to ensure that all pupils with SEND take part in all aspects of school life including our out of school activities. We ensure all children participate in the full range of opportunities and events arranged by the school, including</p>

secured	educational visits.
11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN	<p>Our Governing Body is committed to meeting the aims of the school. Their mission statement is explicit and they manage the school's budget to ensure best value and an effective use of resources.</p> <p>The Governing Body demonstrate good financial management, thus the building and resources are fit for purpose and fully inclusive.</p> <p>The school's Inclusion Leader can signpost, recommend and instigate links to services to meet identified needs. The Inclusion Leader and Headteacher complete an Annual SEND School Information Report which identifies focus and needs. The SEN governor meets regularly with the Inclusion Leader and reports back to the Governing Body. The Inclusion Leader or Headteacher reports to the Governing Body termly.</p>
12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32	<p>Parents who need advice on any other services or information regarding support for their child can arrange an appointment with the class teacher or Inclusion Leader.</p> <p>Contact details of support agencies will be available through the local authority's local offer. Alternatively parents can ask for advice through the school Inclusion Leader. SENCAN (Special Educational Needs and Additional Needs) are also able to provide up to date advice and information. (SENCAN is part of Essex Local Authority. The service works with schools, pre-schools, parents and others to ensure that children with special educational needs get the support they need. Information can be found via their website.)</p> <p>We currently have access to:</p> <ul style="list-style-type: none"> • Educational Psychologist visits from the Local Authority • Speech and Language Service, both NHS and private therapists funded by the school • Specialist Teacher Team • Social Care • School nurse • Health services
13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living	<p>Children with SEND transferring to the next stage of education will be well prepared to meet the challenge. The Inclusion Leader and teachers involved will meet and discuss the child's needs. Parents will be invited to discuss the development and well-being of their child and all relevant paperwork will be passed on. A transition and induction process will be discussed to make the step to the next stage easier. This might involve visits from staff to the different settings and/or the pupil making visits to the next school.</p>