



Chase View Primary School SEND Information Report

How we identify and assess needs

- Concerns are raised by parents/carers, teachers, TAs, pupil's previous school or outside agencies.
- Tracking of attainment indicates a lack of progress.
- Pupil voice.
- Observations.

What should I do if I think my child has SEN?

- Speak to your child's class teacher or the SENDCo - Mrs Claire Williams.
Email address - c.williams@chaseview.staffs.sch.uk
- School phone number 01889 228750

Where can I find the setting/school's SEND policy and other related documents?

- The school SEN policy is also found on our SEN page on the school website.
- Other related policies can be found on the Chase View Primary School website under the Information tab www.chaseviewprimary.co.uk

How will you teach and support my child with SEND?

- By having high expectations of pupils with SEND.
- By providing high quality teaching for all pupils and ensuring the learning needs of SEND children are met through QFT (quality first teaching).
- By setting challenging targets.
- By planning and delivering programmes for SEND pupils.
- By including pupils with SEND in all class activities.
- Teachers ensure their planning includes differentiated activities.
- Through pupil voice.

How will the curriculum and learning environment be matched to my child's needs?

- Differentiated activities will be set with the aim of removing barriers to learning.
- Children have access to additional support either in terms of adult support or equipment (such as ICT equipment).
- Using recommended aids e.g. coloured overlays, larger font, pre-teaching etc.
- Classroom adaptations will be made when required e.g. seat positioning, sensory support equipment, visual supports etc.



How will you and I know how my child or young person is progressing?

- Through termly reviews of ISP targets (3 times a year - October, February and May).
- Formative and summative assessments, ongoing throughout the year.
- By using PIVATs (Performance Indicators of Valued Assessment and Targeted Learning).
- Termly parents' evenings and prearranged face-to-face or phone conversations with SENDCo.
- Annual written report.
- Outside agency reports.
- Holding annual reviews for children with an EHCP.

How will you help me support my child's learning?

- The class teacher is regularly available to discuss your child's learning and appointments can be made to further discuss concerns or any support that is required.
- Communication via Class Dojo.
- Differentiated activities on home learning platforms e.g. Spelling Shed, Maths Shed, Times Table Rock Stars etc.

What specialist services and expertise are available at or accessed by the school?

Our SENDCO can offer advice and training for a range of SEND. If further advice and support is required, a referral can be made, with parental permission, to an appropriate outside agency or service:

- Educational Psychology Service
- Speech & Language
- Autism Inclusion Service
- Paediatricians
- SEND & Inclusion Hub
- Early Years Forum

Services like Occupational Therapy or CAHMS (Child and Adolescent Mental Health Service) may be contacted via the School Nurse/GP. There is an extensive range of services within Staffordshire who will only be accessed with parental permission.

What training have the staff, supporting children with SEND had or are having?

Continued Professional Development (CPD) is at the forefront of our staff's SEND understanding, where we seek training opportunities, both in-house and external, in order to further develop their skills, knowledge and understanding of all children's needs that are in our care. This applies to teaching staff, Teaching Assistants (TAs) and additional support staff, who work within the school and with your children.

Mrs Williams is a fully qualified teacher, with over 12 years teaching experience across all age ranges, from Early Years to KS2, who is currently undertaking the National Award for Special Educational Needs Coordination.

How are the school's resources allocated and matched to children's special educational needs?

- The school's budget is decided by the Head Teacher and Governing Board.
- Adult support and interventions are closely monitored to ensure that they are having the desired impact and are cost effective.



How will I be involved in discussions about and planning for my child's education?

- As well as formal parent/carer meetings throughout the year, you can also contact your child's class teacher, SENDCo or Head Teacher via email, Class Dojo message or by telephone via the school office. Should your child require more focused, individualised differentiation, an ISP (Individual Support Program) may be introduced to enable closer monitoring of their progress through the APDR (Assess, Plan, Do, Review) cycle.
- Targets, outcomes and provisions made to support these targets will be shared, reviewed and recorded through the ISP process. Advice will be taken from outside agencies and professionals to inform and direct the provision that your child receives as necessary.
- When a child's needs are more complex, they may need require support from a number of outside agencies, where we will ensure that you are involved at every step of the way and can be available to answers and queries or questions that you may have
- If your child's needs are more significant, it may be appropriate to apply for an EHCNA (Education and Health Care Needs Assessment) to further assess their needs and the support that would help them to accelerate progress beyond the APDR (Assess, Plan, Do, Review) cycle.
- During this process, we will support you and explain the process and what would then happen should a Needs Assessment be undertaken.
- The assessment may lead to the issue of an EHCP (Education and Health Care Plan), which replaces the previous Statement of Special Educational Needs. Once an EHCP is in place, annual review meetings (biannual if under 5) will be organised and amended by the Local Authority (EHCP Hub) as deemed necessary.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage?

- Parents/carers are warmly encouraged to visit the school, with their child, before entry.
- The SENDCo will meet with parents/carers to discuss the child's needs.
- If a pupil is transferring from another school, their previous school records will be requested immediately and a transition meeting will be requested between settings.
- When moving to a new class within school, a transition meeting will take place and extra sessions can be arranged to spend more time with a new class teacher if required. Pupil passports and previous provisions will be shared with the new teacher.
- When moving to Year 7, transition meetings will take place between schools. Extra transition sessions will be arranged for children with SEND.
- SENDCos from both Chase View and the high schools will meet to discuss pupils' needs.
- Early identification of need is essential for a smooth transition. Appropriate recommendations and targets will be made in order to ensure a smooth transition for children with SEND.
- The annual review for pupils in Y5 with an EHCP will begin the process where parents/carers are supported in making the decisions regarding secondary school choice.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to contact their child's class teacher. For pupils with SEND, further information and support can be sought from our SENDCO, Mrs Williams. Parents/carers can discuss their child's strengths and needs in person, by telephone or email, if preferred. Parents/carers are also able to contact the Head Teacher, Mr Minott, or SEN Link Governor, Mrs Chrisop.

If you need more information about the assessment process, contact the SEND Family Partnership:

Phone: 01785 356921

Email: sfps@staffordshire.gov.uk

Web: www.staffs-iass.org

