



Churchfield C.E. Primary Academy: S.E.N. Information Report (September 2021)

Introduction

This report sets out Churchfield C.E. Primary Academy's approach to meeting the needs of pupils with Special Educational Needs to ensure that all pupils, regardless of their specific needs, make the best possible progress. The Academy strives to be as inclusive as possible and aims to meet the needs of all children in the main stream environment. The four main areas of need are:

- Communication and Interaction;
- Cognition and Learning;
- Social Emotional and Mental Health Difficulties;
- Sensory and Physical Needs.

Staffordshire Local Offer

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is 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.

Details of Staffordshire County Council's local offer can be found at <https://www.staffordshireconnects.info>

Churchfield C.E. Primary Academy's contribution to this Local Offer is outlined in this document.

How does the Academy find out if a child has S.E.N.?

In English and Maths lessons pupils are provided with differentiated learning to suit their individual needs. All pupils have individual targets for English and Maths, which they play a part in developing. These are reviewed termly or more regularly if required. Teachers use formative and summative assessment to gain an understanding into children's strengths and areas for development. This is then used to inform the teachers' planning. If this assessment demonstrates that a child has an area where the need for support or intervention is heightened, this will initially be dealt with within the Academy. This intervention follows a managed cycle to ensure that the child is being helped in the best way possible.



Following rigorous intervention in the Academy, where progress is limited, behind that of the child's peers or less than historical progress made by that child then referrals may be made to external agencies. This includes making a referral to the local SEN and Inclusion hub, where individual cases can be presented and advice sought from a range of professionals. Parents will be kept informed as a matter of course

throughout.

What should a parent do if you believe your child has S.E.N.?

If, as a parent, you have any concern about your child's learning, we operate an open door policy where parents are able to speak to the class teacher in the first instance. Parents are also encouraged to speak to the Mr Lloyd, who alongside his role of Head of School, is also Special Educational Needs Co-ordinator (S.E.N.Co.). He can be contacted via e-mail glloyd@churchfield.staffs.sch.uk , by telephoning the Academy office or by making an appointment to come in to the Academy.

What are the different types of support available to children with Special Educational Needs or Disability (S.E.N.D.)?

Churchfield C.E. Primary Academy caters for a range of S.E.N.D. Children are able to learn through adaptation of the curriculum and learning environments, individualised targeted support and support offered by external agencies. This approach enables to support children with:

- Dyslexia,
- Dyscalculia,
- Dyspraxia,
- Autism,
- Attention Deficit Hyperactivity Disorder (ADHD);
- Attention Deficit Disorder (ADD);
- Behavioural, Social and Emotional difficulties;
- Sensory or physical impairment;
- Other mild or specific learning disorders; and
- Speech and Language difficulties

How will the Academy involve parents in their children's education?

Over the course of the year there are three set parents meetings, open to all parents. If a child has a Learning Support Plan (LSP) these are reviewed at least termly with parents. At these meetings targets and desired outcomes for the next cycle are put in place and parents and children are involved in this.

How are children involved in their education?

Children regularly review their progress towards individual targets. Children will be involved in discussions at Termly Learning Conferences and through regular dialogue with their class teacher. Children with an LSP will be directly involved in reviewing their progress and setting targets to achieve.

How does the Academy assess and review a child's progress towards outcomes and measure the progress of children with S.E.N.?

All children at the Academy are assessed on a regular basis. Formal assessment takes place once per term, but teachers and teaching assistants are skilled at using assessment for learning techniques in all lessons. Children are assessed and measured against their own standards, Academy, local and national expectations. Where children have an LSP, progress is regularly monitored from a base-line starting point to ensure that progress is being made and that the right interventions are being targeted at the right children. Children who are working below national expectations or who need to make accelerated progress have their

progress reviewed regularly as part of the Academy's internal 'Raising Standards' systems.

Some children who have SEN and are working significantly below year group expectations are assessed using the PIVATs assessment system. This assessment is also used to inform targets.

What arrangements does the Academy make for children moving to a new school or class or joining from another school?

Transition meetings are held in the summer term before the children move on to local high schools between staff from this Academy and the high schools. This meeting addresses any issues, worries or concerns about making the transition from primary to secondary school. Time is provided during this meeting for staff to discuss pupils with S.E.N.D. who may need extra support during the transition period. Staff are also able to share LSPs and Behaviour Passports at this meeting. There are also opportunities for children with S.E.N.D. to make additional visits to the high school before the start of the school year, if appropriate, to help them prepare for the change they will face.

When children move to a new class at the end of a school year, all information and plans are passed on to the new teacher and this dialogue continues into the new school year.

When a child with S.E.N.D. joins Churchfield C.E. Primary Academy, every effort is made for staff to observe the new pupil in their current setting and to discuss the move with the child, parents and teachers. Staff will look at LSPs and Behaviour Passports to ensure that provision can be made at Churchfield and that the move is as smooth as possible.

How do children with S.E.N. learn at school?

All pupils learn through class teacher input, via excellent targeted classroom teaching (Quality First Teaching). The teacher has the highest possible expectations for all pupils in their class. Teaching is built on what a child already knows, can do and can understand. Different ways of teaching are in place, so that a child is fully involved in learning in class. This may involve things like using more practical learning. Reasonable adjustments are made in class to suit the needs of all learners. These adjustments may include considering the position of the child in the classroom, the language used by staff, breaking down of instructions and carefully considering how a child's learning is recorded. Where

specific resources and equipment are required to enable a child to learn these are provided, for example, ear-defenders, writing slopes and wobble cushions.

Specific strategies (which may be suggested by the S.E.N.Co.) may be in place to support some children to learn. This may include individual and small group work run by teachers or teaching assistants in or out of the classroom. Intervention offered in the Academy includes use of Precision Teaching, additional phonics support, Positive Play, Time to Talk, Write Away / Write from the Start, gross and fine motor skills development and many others.

Some children may be part of specialist groups run by outside agencies. This means a pupil has been identified by the S.E.N.Co. and class teacher as needing some extra specialist support in the Academy from a professional from outside the Academy.

Children whose learning needs are severe, complex and lifelong are given specific individual support following an Education, Health and Care Plan (E.H.C.P.). This means the 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.

How is the Academy accessible to children with S.E.N.?

The ground floor of the Academy building is fully wheelchair accessible. The Academy has a disabled toilet, changing and shower area. The Academy is able to communicate with parents and carers, whose first language is not English, by accessing interpreters where needed and using online translation services. Parents can also choose to read translated versions of messages sent on Class Dojo.

Lessons at Churchfield are differentiated to suit the needs of all the learners in each class. Teachers have a solid understanding of the ability levels of all children in their class. They use this in planning and resourcing lessons to ensure that they are pitched at the correct level to challenge pupils to meet and exceed expectations. Teachers plan a variety of learning tasks to guarantee that different learning styles are catered for. This allows for all pupils to access the desired learning at a level which is appropriate to them. The curriculum is reviewed on a regular basis to address pupil interests and significant events.

How are teachers in the Academy helped to work with children with SEN and what training do the staff have?

Three members of staff have completed training to deliver the Positive Play programme. All staff liaise closely with the S.E.N.Co. to ensure that children's needs are being met in the best way. All staff and support staff have been trained in the use of *Assertive Mentoring* and *Direct Teaching*. The S.E.N.Co. also holds the National Award for S.E.N. Coordination.

Staff are able to draw on support from the S.E.N. Support Service (SENIS.) and the Educational Psychology Service, through planning meetings held with these agencies and through training delivered. The Academy is also able to access on-line training through Optimus Education and external agencies provide specific training where needed.

Earlier in 2021 all staff attended Understanding Autism Level 1 training given by the Autism Outreach team.

How will the Academy support emotional and social development?

The Academy 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. Where the child's best interests are best met by following approaches not consistent with the academy behaviour policy, a Behaviour Passport is put in place and shared with all staff.

All classes follow a structured P.S.H.E. (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we are able to offer Positive Play sessions run by fully trained TAs as well as nurture sessions tailored to the need and circumstance of a child. Where necessary the Academy engages in Early Help Assessment to ensure a holistic approach to supporting the child, including school, home and Local Support Team where appropriate.

The Academy's approach to dealing with bullying is set out in the Anti-bullying policy.

Where children are referred to CAMHS, the Academy provides all necessary information and works hard to ensure that the needs of the child are met in the Academy by offering the support and adjustments necessary.

The Academy is able to offer the services of a Student and Family Support worker to children on a full-time basis. Children can be referred by their teacher, be identified as needing additional support by the Student and Family Support worker or children can self-refer. Support sessions are planned in, but can also be accessed in times of crisis. Children are supported using the HOPE (Helping Our Pupils' Emotions) project and other relevant programmes.

How will the Academy support children with medical needs?

Any child with medical needs will be supported in the Academy, following a bespoke plan. Where necessary training is put in place for staff to support more severe needs and all reasonable adjustments are made to classroom practice and environment if necessary. Dietary needs are catered for by kitchen staff and children are able to have school meals regardless of dietary requirement.

From which agencies is the Academy able to access support?

The Academy is able to access support from a number of different agencies. These agencies then work alongside children, parents, teacher and teaching assistants to ensure that the child receives the appropriate and necessary support. The following list, though not exhaustive, illustrates the agency support available to the Academy:

- Rugeley SEND Inclusion hub
- Education Psychology
- Special Educational Needs Inclusion Service (SENIS)
- Behaviour Support
- Speech and Language Therapy
- Autism Outreach
- Local Support Team
- Occupational Therapy
- School Nursing team

Through an active membership of the Rugeley SEND Inclusion hub, the academy is able to access additional support for children who are referred. The hub is also used to allocated funding to different projects and children from the academy are able to access these, for example in recent years the academy has hosted Relax Kids sessions for children from the academy and other local school. The hub also provides access to alternative provisions, managed moves, out-reach and in-reach programmes from alternative provisions and special schools and further opportunities for staff training.

What should parents do if they are unhappy with the way the Academy deals with children with S.E.N.D.?

Parents should follow the complaints procedure as set out in the Academy's policy on the Academy website.