



Chapmanslade

Church of England Voluntary Aided Primary School

SEND Information Report (2024-25)

Who is our SENCo?

Our SENCo & Inclusion Team Leader is currently the headteacher, Mr Robert Cottrell.

What kinds of Special Educational Needs can be met at our school?

At Chapmanslade Primary School, we aim to provide all children with a broad and balanced curriculum, regardless of ability and have high expectations for all our children.

All children have the right to broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, our school is committed to identify and support all pupils who experience difficulties and provide such children with the levels of resources to meet their curricular needs.

Chapmanslade Primary School is fully committed to upholding the SEND Code of Practice (2015) and this document reflects the guidance from the SEND Code of Practice (Jan 2015), the Equality Act 2010 and Part 3 of the Children and Families Act 2014.

It should be noted that, alongside this document, the SEND policy, the Accessibility Plan and our [Local Offer](#) a wealth of information for parents/carers and pupils and these can be found on the school website.

Definition of Special Educational Needs (SEND)

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (SEN CoP Jan 2015)

At Chapmanslade Primary School, we will always try our very best to provide what your child needs using a person-centred approach. This will look different for each child and different strategies and adaptations might be employed for each child to be successful in order to maximise their progress. These are reasonable adjustments. Staff adapt teaching to respond to the strengths and needs of all pupils through appropriate differentiation within an inclusive setting. Wherever possible the views of the child will be considered so that they feel part of their learning.

We use an 'Assess, Plan, Do, Review' approach – teachers plan for individual children alongside group planning, deliver in an inclusion friendly environment and set new targets in response to learning.

Parental Involvement - We consider it essential that parents are included in decisions made for their children and value your support.

We provide an inclusive education for:

- Cognitive and Learning needs;
- Communication and Interactive needs;
- Sensory and /or Physical Needs;
- Social, Emotional and Mental Health (SEMH) difficulties.

How Do We Know That A Child Needs Extra Support?

The staff of Chapmanslade Primary School regularly check children's work and understanding. Termly 'Pupil Progress Meetings' are used to formally track attainment / progress of all pupils. The SENCo may attend these meetings along with the class teachers and the Headteacher. Should there be a concern about a child's progress, then initially the class teacher would make contact with the child's parent(s).

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator to assess if a pupil has a significant learning difficulty and agree appropriate support using a graduated approach.

How will we assess and provide for children with SEND?

Our Graduated Approach to SEND

Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place through reasonable adjustments. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.



Assess - When we have an initial concern, it is most likely that your child's class teacher will approach you informally or at one of our Parents' Evenings. At this stage we discuss our concerns and how we are using High Quality Teaching within class or additional small group activities to support your child through reasonable adjustments. Please contact your child's class teacher if you have any initial concerns of your own.

What are reasonable adjustments?

- Your child's needs will be met within the class, supported by high quality first teaching, including lesson planning that takes account of the specific needs of all groups of children in their class and will ensure that your child's needs are met;
- Lessons are pitched appropriately so that all children can learn and progress through High Quality Teaching with appropriate, targeted differentiation in place according to pupil need;
- The teacher or teaching assistant (under the direction of the class teacher) can adapt planning to support the needs of your child where necessary;

- Specific resources and strategies will be used to support your child individually and in groups;
- Personalised provision where appropriate through targeted, time-limited programmes;
- Personalised provision through adapted resources and interventions;
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.
- differentiating and scaffolding tasks for children with specific or less specific need;
- visual timetables;
- seating arrangements;
- overlays or view finders for reading;
- iPad or laptops to aid notation/ scribing;
- Talking tins.

Adaptations – there may be the need to adapt some of the teaching further to suit some learners. This may require:

- Longer processing times;
- Partner talk;
- Pre and post teaching;
- Task management strips;
- Sentence starters;
- Vocabulary mats;
- Brain/ movement breaks;
- Chunking - breaking learning down further;
- Reading the instructions out loud when required.

After a child has been given time to settle in a class, if they are not making sufficient progress or there is an on-going concern regarding their behaviour or there is a change in their emotional well-being the class teacher will make some alterations or additions to their classroom provision. If no improvement is seen the class teacher will seek the view of the SENCO and the child's parents. We have a range of 'in-house' assessments that we can carry out. Our school will then offer the most relevant intervention or support to help that child increase their potential in either/both their learning/behaviour.

It is at this point a decision will be made as to whether the child has SEND need or whether there could be another reason for their slow then expected academic progress or whether we need to seek more information to guide our next steps. Class teacher and SENCO will carry out a clear analysis of a pupils needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

Plan - If the school decides that a child may have a specific or have a more general learning difficulty, they will be put onto the SEND register. This is a requirement by the school and helps the school to track the progress of vulnerable learners. If it is decided to place a pupil on the SEND Register, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils and are informed about the level of support at each stage during our parent's evenings. However, informal consultations throughout the year are welcome and you can contact the SENCO for an appointment by calling or emailing our school office.

Although some parents may have a concern about their child being placed on the SEND register, the school continues to have high aspirations for them and they will still be included alongside their peers. Children who are placed on the SEND register will remain listed. **However, if they consistently achieve good progress and the gaps close, they do not remain on the SEND register.** If your child comes off the SEND register, they will be monitored by being put on the monitoring list for a period of time. This will ensure they are not forgotten and that progress is carefully tracked.

The teacher, with support from the SENCO, will continue to be responsible for planning more specific in-class support and may decide that additional small group or individual support outside of class may be required for your child.

It may be decided that the school (with permission from parents) asks for advice and support from Wiltshire Learning Support or HCRG Care Group who may attend or have remote consultations with school and parents and possibly carry out some specific tests in order to advise the school in how better to support your child.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention.

If it is thought that a child is placed on the SEND register then a Support Plan will be required, to track progress and keep a track of targets. This gives an in-depth look at a child's strengths and weaknesses and parents will have meetings three times a year with the class teacher (or SENCO if necessary). If this has been in place for a certain amount of time but the child's needs indicate a need for a greater level of provision, then it may be considered applying to the relevant Local Authority (based on where a pupil lives) for an 'Education and Health Care Plan' (EHCP).

Applying for an EHCP is a long process where information about a child's learning needs is gathered together and given to the relevant Local Authority for a panel to consider if extra funding is required to help a child to better access the school curriculum. If a child has an EHCP, their progress will be reviewed throughout the year (by the class teacher, but this may also include the SEND co-ordinator and other professionals if necessary) with a bigger annual review on the anniversary of the start date of the plan.

Review - The effectiveness of the support and the impact on progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupils needs and inform the revised support in light of the pupil's progress. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or Educational Psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

Where a pupil has a Statutory My Plan as part of an EHCP, the LA and school must review the plan at least once a year.

[How is Chapmanslade Primary School accessible to children with SEND?](#)

Chapmanslade Primary School has a mixture of buildings – some older and some more modern - on a sloped site with some steps. Adaptations have been made to ensure the site is accessible to those with additional needs and full details can be found in the school's Accessibility Policy available on the website. Visits to the school are highly recommended before a child is enrolled, so that any access issues can be carefully planned.

For ease of accessibility, doors can be secured in the open position to facilitate movement in and out of rooms and buildings. The school has one designated disabled cubicle with grab rails and a higher toilet, and a second cubicle that can be adapted for a disabled child if required. The astro turf area is accessible via an astro turf slope. Children are supported to learn how to use the play trail safely.

After-school activities are accessible for all children including those with SEND. Extra-curricular activities such as school trips/residential trips are accessible for all children and we will write risk assessments as necessary to make trips and events safe and manageable.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment and the curriculum in greater detail. This information is available via the school website.

If a child is in need of specialist equipment to support their health, learning or participation at our school we will seek advice from Wiltshire County Council's specialist services or HCRG's medical services to source the necessary equipment.

How will your child be supported at Chapmanslade Primary School?

- Focused support within lesson time by the Class Teacher or a Teaching Assistant;
- Targeted differentiated scaffolding to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.);
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.);
- Out of class support (relationship building, social, emotional skill development) with our excellent ELSA who supports Emotional Literacy or Thrive Practitioner;
- Small group tuition to enable catch up (subject or targeted at additional need);
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.);
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.);
- Partnership working with other settings (shared resources e.g. Family Support Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.);
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs);
- Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate, Primary Mentoring,);
- Implementation of strategies from support agencies e.g. Behaviour Support.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming, or have claimed, Free School Meals, who are/have been in the care of the Local Authority or whose

parents are in the Armed Services. The deployment of this funding is published on the school website;

- This provision is not limited only to children with SEND and can be deployed to benefit any child who qualifies for it;
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the headteacher.

We try to avoid having teaching assistants (TAs) 'attached' to specific children for the majority of their time, as this can alienate them from their peers and prevent them from becoming independent learners. However, this is very occasionally necessary for specific needs (usually identified during the EHCP process) at specific times.

Instead, TAs are used to support the teaching of **all** children within a class, which may mean that they take an individual or small groups out who need intervention but equally they may be used to support non-SEND children to allow the class teacher more focussed time with children with SEND.

It is extremely important to us at Chapmanslade that children with SEND are included within all activities as much as is possible. This is to ensure that children with SEND are given the same opportunities as their classmates and are not separated from their peers unless deemed necessary for a specific reason.

How do we work with outside agencies?

Outside Agencies may be accessed (with parental permission), or may work with children from an external referral, for SEND and sometimes for non-SEND children. These may include:

- Speech and Language Therapists (SALT);
- Specialist SSENS Support (SSENS);
- Educational Psychologists (EP);
- School Nurse;
- Paediatrician;
- PCAMHS (Primary Child and Mental Health Service);
- HIS (Hearing Impairment Team);
- Occupational Therapy (OT);
- Wiltshire Family Hubs;
- Spurgeons (Young Carers);
- Wiltshire Physical Impairment Service;
- Wiltshire Behavioural Support Service;
- Autism Outreach Workers;
- Wiltshire Down Syndrome Group;
- Riding for the Disabled;
- EMTAS;
- SWIFT.

Who are the best people to talk to in our school about your child's difficulties with learning?

As parents/carers know their child best, we want you to share any information and concerns you may have with us.

Class Teacher

The **first** person to chat to is your child's **class teacher** as they are responsible for making the day to day provision and for making sure that the school's SEND policy is followed in their classroom.

SENCo/Headteacher

Sometimes the class teacher will want to take your concerns to the school's SENCo/headteacher.

The SENCo is responsible for making sure that your child's SEND needs are met, and that you are involved in supporting your child's learning and reviewing how they are doing. Contact can be made through the school office or email directly to senco@chapmanslade.wilts.sch.uk

For more information about the role of the SENCo across the school see the school SEND policy.

How will your child be supported through transition times?

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. This may include transition booklets with key adult photographs and extra visits to meet key adults and environments.

At Chapmanslade Primary School, we try to ensure children have a smooth transition between classes and key stages through regular staff meetings and discussion with children and families. We have fantastic contacts with our neighbouring Preschools, Secondary Schools and Special Schools as well as regular liaison with SENCOs from neighbouring settings. Relevant staff from these establishments are always invited to key meetings related to specific children and their needs on entry to our school or their Secondary school. We are able to run bespoke enhanced transition programmes for individual pupils.

If a child who is planning to join our school has a known or suspected learning need or disability, we would ask that the parents/carers inform us as soon as possible. This allows us to put systems, resources and training in place to best support children so they have the most positive experience when joining our school.

How are medical needs supported?

It is extremely important that the school has up to date medical information about the children in our care. Training is updated regularly for First Aiders including Epipen training for those children with severe allergies, epilepsy training and children with more severe conditions such as Cystic Fibrosis. Where a more complex/severe medical need is identified a risk assessment needs to be carried out and so that the school can assess how best to care for your child, which may result in a healthcare plan to support staff in caring for a child. We are dedicated to children having access to the full curriculum despite any medical need wherever possible.

*If your child needs prescribed medication for a short, or for a longer term condition, please contact the school office to sign a medicine form. No medication will be accepted unless it is taken to the office. Classroom staff will **not** take it so please **do not** put it in the children's bag with a note. Please follow guidance in our Administering Medicines Policy.*

If your child has had to take time off school to recuperate after a serious illness or accident please keep in contact with the school office so we can best plan for their safety when they return to school and Risk Assessment done if appropriate.

How will I know how well my child is doing?

If school staff have any concerns, they will contact the home setting straight away. Likewise, if there is good news to share, teachers will contact home too. Parents are contacted by phone, email or in person and are actively encouraged to be involved in their child's education. We always try to ensure that staff return these calls within 24 hours (within the school week).

There are two formal Parents' Evenings, where you can discuss your child and aspects such as support and progress throughout the year. In addition to these meetings, those children with a Support Plan will meet three times a year with the class teacher. These meetings may form part of the formal Parents Evenings, or if you require more time, a date will be arranged to support this.

All students with an ECHP will have an annual review meeting in which the outcomes, progress and level of support for the child are discussed.

An extensive written report that details your child's progress is sent home in the summer term.

How are staff supported and trained where needed to meet the needs of your child?

The headteacher/ SENCo supports all staff and will organise individual training or support where necessary. Sometimes this may involve seeking the advice from external agencies or professionals. We always welcome parental help in identifying the most appropriate external support.

Who do I contact if I think my child may have SEND or if I need to discuss concerns?

We have an open-door policy where you can make an appointment for either a quick chat or a longer sit-down discussion with school staff as you need it. Your class teacher is the first point of contact as they know your child well and they are often in the best position to help you and your child. They may ask for support from a different member of staff in helping. If for any reason you feel that you do not want to approach your child's class teacher about your concern please ask at the office to make an appointment to the headteacher.

If you are a prospective new parent, please feel free to arrange a visit and meet the staff at our school.

All of our team can be contacted via our school office: 01373 832367

What else is available for my child with SEND in this area?

The Wiltshire County Local Offer is a great source of information for parents/carers about what support is available in the local area to support children and families.

<http://www.wiltshirelocaloffer.org.uk>

Reviewed: September 2024

Next Review: September 2025