

# SEN Information Report - EWPS

## Chulmleigh Academy Trust – SEND Information Report (SIR)

### What is the SIR?

Under the Special Educational Needs and Disability Code of Practice (2015), each school must provide an overview of how the policy is implemented for pupils with Special Educational Needs (SEN) in the form of an SEN Information report (SIR). This report should be kept up to date with significant changes and published annually. The report differs from the SEND Policy in that the policy details the school's ethos and approach to SEND whereas the SIR describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

| <i>Parent/carer questions</i>                           | <i>Key information</i>   | <i>Links to SEND Code of Practice (2015)</i>  |
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| <b>School Policy and procedure</b>                      |  |   |
| <b>What kinds of SEND do pupils in the school have?</b> | <p>The definition of Special Educational Needs (SEN) is:</p> <p>A child or young person with a learning difficulty or disability, which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Clause 20 Children and Families Act, June 2014)</p> | <b>The kinds of special educational needs for which provision is made at school</b> |

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| <p><b>How do you know if a pupil needs extra help?</b></p>                                 | <p>Through a wide range of information that is gathered from Pre School and Childcare settings and Parents during the transition process. This might include Primary Colleagues attending EHCP reviews and Team Around the Family/Child meetings in the Summer Term before the Reception Class children attend in September to provide a supportive handover of key information.</p> <p>Whilst at the Chulmleigh Primary students learning and progress is under constant review using a variety of methods some of which are listed below:</p> <p>Baseline Assessment at during the first six weeks of the Autumn Term</p> <p>Language and Speech Link Assessments</p> <p>Observations in class</p> <p>Teacher concerns and feedback</p> <p>Parental concerns</p> <p>HOS concerns</p> <p>Learning walks</p> <p>Book scrutiny – regular checks on students books</p> <p>Assessment data</p> <p>Concerns from other staff – Thrive Support Assistant and Teaching assistants</p> <p>Information that transfers from external agencies</p> | <p><b>Information about the school's policies for identification and assessment of pupils with special educational needs</b></p> |
| <p><b>Day to day support</b></p>   |  |  |
| <p><b>How do teachers help pupils with SEND? How will the school support my child?</b></p> | <p>Teaching staff will support students at a level appropriate to their needs through effective differentiation in the classroom (Quality First Teaching). This is constantly reviewed as the child develops and makes progress. Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:</p> <ul style="list-style-type: none"> <li>• Individual or small group literacy programmes such as Talk Boost, Nessy, Toe by Toe and individual reading with a volunteer</li> <li>• Individual or small group numeracy interventions such as Pre Teach, Power of 2</li> <li>• Individual or small group social and emotional development interventions using Theraplay.</li> </ul>   | <p><b>The school's approach to teaching pupils with SEND</b></p>   |

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|   | <ul style="list-style-type: none"> <li>• Individual or small group communication &amp; interaction programmes such as specific Speech and Language programmes provided by the Speech and Language Team, Language Link or Speech Link.</li> <li>• Individual or small group programmes such as Funfit are provided and Occupational therapy programmes are followed. Sensory Breaks, Wobble Cushions and ear defenders may be used with individuals where appropriate.</li> <li>• Shared in-class support from a teaching assistant</li> <li>• Individual programmes to meet specific needs</li> </ul>  |  |
| <p><b>How will the curriculum be matched to my child's needs?</b></p> <p><b>Is there any additional support available to help children with SEND?</b></p> | <p>Most students follow the same curriculum as their peers however, it may include minor adjustments. Each teacher is committed to 'Quality First Teaching'. Teachers are expected to support students by differentiating the lesson content to meet the needs of all. Where students have complex needs, the SENDCo supports teachers.</p> <p>The class teachers get to know their children very well and small adjustments are made all the time to support the individual needs of the students for example a coloured overlay may be tried, sensory breaks may be organised, additional support around Working Memory and Visual Timetabling may be used. We also use Boxhall Profile Assessments to recognise and try to meet the needs of children with Social and Emotional challenges.</p> | <p><b>How adaptations are made to the curriculum and learning environment</b></p>        |
| <p><b>How will the school know how well my child is doing?</b></p>  | <p>We carry out a Baseline Assessment and Language Link assessment with all our Reception starters.</p> <p>There is ongoing Teacher Assessment both formative and summative in all classes. Every term all children are assessed for progress in Literacy and Numeracy. Every half term data is collected regarding the progress of all Pupil Premium and SEN children.</p>  | <p><b>Arrangements for assessing and reviewing pupil's progress towards outcomes</b></p> |
| <p><b>How will I know my child is making progress? How do you check on this?</b></p>  | <p>As a parent/carer you will receive:</p> <ul style="list-style-type: none"> <li>• School reports each term providing information about progress, attainment and effort.</li> </ul>   | <p><b>How the effectiveness of provision is evaluated</b></p>                            |

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|  | <ul style="list-style-type: none"> <li>• An invitation to a Parents Evening every term</li> <li>• Communication through school systems such as MyEd and Class Charts</li> <li>• Key events aimed at the appropriate year or key stage for your child</li> </ul> <p>In addition you may be involved in:</p> <ul style="list-style-type: none"> <li>• Annual Reviews for an EHCP and Team around the Family/Child Meetings if appropriate.) In these meetings, we will provide opportunities for recording the views of parents/carers and the child.</li> <li>• Receiving additional information about specific intervention programmes your child accesses.</li> </ul> <p>The school has an open door policy and encourages parents with questions not to wait. Appointments can be made to see the teacher, SENDCo or HOS at any time and parents are also encouraged to email any queries.</p>   |  |
| <p><b>How will my child be included in activities outside the classroom, including school trips?</b></p> | <p>A full programme of extra-curricular activities is made available to all students in all year groups although some activities can be Key Stage or Year Group specific. All activities are supported by the school and fully qualified and trained professionals lead these activities.</p> <p>All reasonable adjustments are made to allow all students to safely access activities and schools trips. Qualified and experienced members of staff will accompany students on the activities who will be familiar with the students' needs and support they may require. All activities have a full risk assessment prior to being carried out and part of this process is to support students with additional needs.</p> <p>If an additional risk assessment is required to allow a student to access a given activity or trip this is carried out with parents/carers and relevant external agencies along with input from the destination of any trip or excursion.</p> <p>Staff are always available before and after school and all playtimes are supervised. Provision is made for children who require additional support in accessing playtimes and lunchtimes successfully. There are a variety of clubs available during the lunchtimes and again provision is made to allow all children to access these if they choose to. All clubs are supervised by an adult.</p> | <p><b>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</b></p> |

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| <p><b>How will you support my child's overall well-being?</b></p> | <p>Your child's class teacher or teachers will be the first point of contact for both child and parent. Children spend the majority of their day with the same small team of adults, who get to know the children very well.</p> <p>Students with medical needs will be supported as per the Supporting Students with Medical Needs Policy. Health Care Plans are developed in conjunction with professionals as per the policy.</p> <p>The administration of any medication would be supervised by an adult and recorded.</p> <p>There are a number of resources in place to support children who need help in managing their social and emotional behaviours such as...</p> <p>TA Support in lessons</p> <p>MTA, TA and Teacher support during playtimes</p> <p>Lunch time clubs such as sports activities, lego club, craft club etc</p> <p>Use of Exit Cards and timetabled sessions to provide sensory breaks</p> <p>Pastoral sessions</p> <p>PSHE programme</p> <p>The Head of School will support families with poor attendance – this will then be followed by support from the Education Welfare Officer from the Local Authority.</p> <p>Students are supported to stay safe through the Chulmleigh 5 a Day scheme promoted at school and with parents and also through the assembly/PSHE/Online Safety programmes delivered at school and updated each year.</p> | <p><b>Support for improving emotional and social development</b></p> |
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| <b>Involving families</b>  |   |  |
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| <b>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</b> | <p>A child's progress is shared with parents/carers through termly reports and through termly parent's evenings. Progress is also discussed and analysed as part of the regular meetings held for students with SEND. The meetings held with the SENDCo are held three times each year but the SENDCo can be contacted at any time to discuss a child or answer questions.</p> <p>The school offers a wide range of calendared opportunities to engage with the school throughout the year and this includes....</p> <ul style="list-style-type: none"> <li>Meet the Teacher evenings</li> <li>Parents Evenings</li> <li>Phonics Meetings</li> <li>Reading Meetings</li> <li>Learning Tours and Parent Workshops that cover different subject areas</li> <li>Transition Meetings</li> </ul> <p>The curriculum covered at each stage of the child's education is made available to parents and can be accessed on the school website.</p> <p>There is a fortnightly newsletter sharing news about what the children are doing in school and keeping parents informed about up and coming events and opportunities.</p> | <b>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</b> |
| <b>How will my child be able to share their views?</b>   | <p>Students are encouraged to contribute to their own Pupil Passport, where it is appropriate, they can express their wishes and feelings and this is then shared with the staff that work closely with them. It will cover things such as what they enjoy in lessons and when they need help what that would look like; if they were becoming overwhelmed or struggling how they might be helped and what they enjoy and dislike about school. This is updated annually as the child grows and more frequently if required. The document is in the student's language and only shared when they are happy with the content.</p>  | <b>Arrangements for consulting with children with SEND and involving them in their education</b>                           |
| <b>How will you support my child when he/she joins your school or moves class or transfers to a new school?</b>  | <p>Where possible, when a child transitions to the school the child and their parents are encouraged to visit and meet with the Head of School and the SENDCo. A taster day or days are also encouraged in order to give the child and their family and the opportunity to get a feel for the school. Communication with the previous setting helps to ensure that all the relevant information is passed on so that we can be clear</p>  | <b>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</b>                   |

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|  | <p>about the provision that has already been in place to support the child. Where necessary provision for meeting immediate and specific needs would be put in place before the child started at the school. Communication between school and home would be ongoing and the school would check in with parents regularly in the first few weeks of a child starting at the school. A TAF meeting would be organised during the 1st term to include the family and all professionals in order to ensure that we are meeting all the needs of the child. For children transitioning from Chulmleigh Primary School to Chulmleigh Community College an enhanced transition package is put in place for those children who are identified as requiring additional support. This will consist of getting to know the student and liaising with any relevant professional bodies and meeting with parents. The aim is to provide an insight in to school life and prepare the student for year 7. This will include a tour the school, meeting with key staff, taking photos as appropriate for the family to refer back to and for the SEND team to meet with parents. We also liaise with other receiving Secondary Schools to help facilitate a smooth transition process for all children.</p> |   |
| <p><b>Staff skills and wider support</b></p>   |  |   |
| <p><b>What skills do the staff have to meet my child's needs?</b></p> <p><b>What specialist services are available at or accessed by the school?</b></p> | <p>All students who are new to the school will be discussed and staff updated on the students' needs and the support required.</p> <p>The SENDCo and wider staff body receive bespoke CPD on key aspects of supporting students with SEND across all subjects. Where appropriate external bodies are invited in to share expertise about working with specific needs that are new to the school/staff.</p> <p>The SEND team are encouraged to access a range of CPD throughout the year and some examples are below</p> <ul style="list-style-type: none"> <li>Dyslexia</li> <li>Dyspraxia</li> <li>Speech and Language Support</li> <li>Supporting students with their reading</li> <li>Attachment disorders – supporting students</li> <li>Mental Health updates</li> <li>Early Help Forum</li> </ul>  | <p><b>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</b></p> <p><b>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</b></p> |

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|   | <p>The school accesses the support from a wide range of professional bodies to provide the most appropriate and effective support to all of its students. This includes but is not exclusive to:</p> <ul style="list-style-type: none"> <li>Occupational Health Team</li> <li>Communication &amp; Interaction Team</li> <li>Educational Psychologist</li> <li>Education Welfare Officer</li> <li>CAMHS</li> <li>Children’s Social Care &amp; Family Practitioners</li> <li>Hearing Impairment team</li> <li>Diabetes Team</li> <li>Early Help Team</li> <li>Inclusion Team</li> <li>Medical Provision Team</li> <li>Medical professionals as required</li> <li>School Nursing Team</li> <li>Post Adoption Team</li> <li>Clinical Psychotherapist</li> <li>Speech and Language specialists</li> <li>Families in Grief</li> <li>Family Interaction Team</li> </ul> |  |
| <p><b>What happens if my child needs specialist equipment?</b></p> <p><b>How accessible is the school and how does it arrange the facilities children need?</b></p> | <p>Any child that requires additional equipment on a permanent or temporary basis will be supported through a planning meeting with the relevant professionals and a subsequent risk assessment will be carried out by our Health &amp; Safety Officer and SENDCo. This will then be shared and discussed with all relevant staff and updated as required and set out in the risk assessment. The school will seek support from Healthcare professionals and medical bodies to ensure that the equipment made available is appropriate and safe to be used.</p> <p>The school is not fully wheelchair accessible and the Accessibility Policy can be found on the school’s website.</p>  | <p><b>How equipment and facilities to support children with SEND will be secured</b></p> |
| <p><b>How will my child manage tests and exams?</b></p>   | <p>A child maybe put forward for Testing Access Arrangements by any member of staff working with that child. The Head of School and SENDCo ask for evidence from the</p>   | <p><b>Information regarding access arrangements</b></p>                                  |



