



Chorlton CE Primary School

SEND INFORMATION REPORT

Article 29

“Education must develop every child’s personality, talents and abilities to the fullest. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.”

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. As defined in the 2014 Code of Practice the school accepts that a young person has a learning difficulty or disability if they:

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

These needs can be categorised within four key areas that may create barriers to learning

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

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**"The best interests of the child must be a top priority in all decisions and actions that affect children"
(Article 3)**

RATIONALE AND CONTEXT

Chorlton CE is a mainstream one form entry school with a part time non-teaching Special Educational Needs and Disabilities Coordinator (SENDCo). We believe that every teacher is a teacher of every child or young person, including those with SEND. Good practice for pupils with Special Educational Needs is good practice for all.

At Chorlton CE we are committed to equality. We aim for every child to fulfil their potential no matter what their background or personal circumstances. Our provision is inclusive in meeting the needs of all children as our curriculum is designed to incorporate the supportive environment, teaching strategies and resources to help all children learn and achieve. Chorlton CE is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We provide a secure, safe and accessible environment in which all our children can flourish and in which all contributions are considered and valued.

CONTACT

The school SENDCo is Claire Gunn who can be contacted by emailing the school office on admin@chorlton.manchester.sch.uk. Claire has been in this role since September 2021 and holds the National Award for SEN Co-ordination (NASENCO qualification).

As well as contacting the SENDCo individually for appointments, there are three SEN parental networks held throughout the year (one per term) which focus on different areas of SEN support. These are held to give parents additional information, guidance, resources and a place to network with other parents of children with SEND.

IDENTIFICATION AND INITIAL ASSESSMENT

“It is vitally important that children with SEND are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.” (DfE and DoH, 2015, 2.14)

To ensure that children are fully supported at Chorlton CE we provide an inclusive environment for all and are committed to offering **all** students a broad and balanced curriculum alongside their peers. Through our approach we also supplement high quality teaching with clearly defined processes to ensure accountability and responsibility for progress and development from all staff working with the children. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

We adopt a quality first teaching approach which focuses on high quality and inclusive teaching for every child in the classroom. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from Learning Support Assistants (formally known as TAs). If difficulties are then identified *despite* this then class teachers are encouraged to discuss any initial concerns with the SENDCo, this begins an informal process where a holistic discussion takes place in order to identify where there are identified needs and the most appropriate way to support.

As a school we use informal processes such as discussions, observations and monitoring as well as formal processes such as pupil progress meetings and assessments. Once initial discussions have taken place between class teacher and SENDCo, then the provision and support discussed is put into place. If further action is then deemed necessary, the class teacher will inform parents prior to referral through SENDCo for the next stages in the process. In the majority of cases, pupils are only identified as SEN if they do not make adequate progress in any of the four areas of need once they have accessed high quality first teaching, adaptations and intervention.

The most common reasons for referral to SENDCo relate to:

- Little or no progress made when teaching approaches/learning styles are targeted to improve child's identified area of need
- Child continues to work significantly below their cognitive age, and below the expected level of their peers in certain areas of the curriculum
- Communication or Interaction difficulties which impact a child's ability to successfully maintain relationships or access their learning
- Social, Emotional or Mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school
- Sensory or physical problems which fail to improve despite providing provision of personal aids or specialist equipment

Once there has been an identification of need which requires further support or investigation then the child will be placed on our school's SEN register so that the provision 'additional to and different from' can be monitored. Parents will be contacted to inform them of this process. Parents will also be contacted if there is a requirement to seek advice and support from external agencies such as CAMHS, SALT, Educational Psychology etc. All children on the SEND register are reviewed termly, including obtaining the child's voice to support their journey.

Chorlton CofE School welcomes and considers external reports provided by privately commissioned specialists, such as Educational Psychologists, Clinical Psychologists, Speech and Language Therapists and Occupational Therapists.

Please note that while external reports provide valuable insights, any recommendations made within these reports are treated as advice for consideration rather than direct instructions. The school reserves the right to determine how best to support pupils within our provision. Recommendations will be evaluated against our internal Special Educational Needs and Disabilities (SEND) processes, available resources, and the overall wellbeing and learning environment of all pupils. Recommendations that conflict with school policy, or that negatively impact other students or staff, will not be implemented.

TEACHING APPROACH/SUPPORT FOR YOUR CHILD

In line with the SEN Code of Practice (2014) we will do everything we can to meet young person's special educational needs and provide a provision which will support each individual to make progress based on their starting baseline. All pupils in school receive High Quality First Teaching (QFT). This is a style of teaching that focuses on high quality and inclusive teaching for every child within a classroom and relies on a variety of learning strategies with effective adaptations for all who require this.

Our focus is on generating advanced outcomes through tailored support and positive relationships. Adaptations to the curriculum are based on individual needs, creating an adapted provision in order to include the young person with SEND academically, socially and emotionally in order to empower them to become the best they can be. This is achieved through continual use of classroom observations and assessment of all pupils by the class teacher. All class teachers are accountable and responsible for the development and progress of the children in their class, including where those children access support from a Learning Support Assistant.

It is important to note that all processes are fluid and regularly discussed, evaluated and adapted dependent upon individual needs and circumstances. This approach follows the Assess, Plan, Do, Review (APDR) process. Essentially, the aim of the SEND provision is to try to aid pupils' progress by closing the gap between themselves and their peers, enabling them to access the National Curriculum, improve their individual self-help skills and ensure pupil enjoyment and engagement is maintained throughout.

At Chorlton CE we have a philosophy that learning has no limit. The provision provided for all children is a result of an excellent team: working together to ensure that the very best support is in place for the greatest impact to our children. Teachers liaise with Learning Support Assistants regularly to ensure the needs of all children are catered for through high quality resources and quality first teaching. Highly skilled teaching assistants are

appropriately placed within the school based on their skill set to provide a consistent approach throughout the morning or afternoon sessions, rotating throughout the school to provide interventions, close pupil support, providing nurture or resourcing for future learning sessions.

We also have an additional learning provision which is named 'The Carousel' for children with significant additional learning needs. This provision is led by our provision leader Mrs Ahmed. It is planned to provide a more bespoke curriculum targeted at core learning skills in the areas of phonics, maths, handwriting and spelling as well as encouraging independence within learning tasks and providing sensory support. All pupils who are allocated a place within our carousel provision will have an EHCP and/or are working at a minimum of three years below their academic age. Further detail regarding the carousel is included within our SEND policy.

At Chorlton CE Primary School, we know that emotional functioning can affect a child's educational success. Providing an emotionally nurturing environment in which children can explore their needs is a key part of our commitment to caring for the whole child. We have our own 'Therapeutic Inclusion' room (Space2Thrive) where we are fortunate to employ an experienced in-house play therapist. The play therapist provides a range of high quality interventions, both clinical and low intensity, that merge both educational and therapeutic approaches ranging from anxiety and social difficulties, to loss and phobia. Weekly interventions, which can be offered in small groups or 1:1, can be short or longer term and allow children use play and other creative mediums in which to build confidence and work through difficulties they may be experiencing. As a school, we strive to offer therapeutic intervention as early as possible, and so the therapist works closely with the SENDCo to achieve this.

For children who access support from external agencies, the reports and recommendations will be shared with all relevant staff with the adaptations incorporated within the classroom, where necessary.

The school provides a range of adaptive equipment from its own budget. Where required, specialist cushions & supports, writing slopes, therabands and specialist furniture will be purchased dependent on the needs of individual children. Other alternative supports will be made available in line with individual needs displayed, including the use of laptops or iPads if required.

We endeavour to teach using multi-sensory strategies to support all types of learners. Some children will just require adapted teaching and learning strategies, adapted work and/or targeted support in class. Others may need further provision including focus groups, organisational aids, adapted workbooks and texts, pencil grips and more.

PARENTS

We aim to develop partnerships with parents and carers to ensure they are involved in the review process for their child. Parents and carers views are valued and their contribution in terms of identification and support is fully recognised. If a parent or carer has a concern about their child, then the first contact should be to share these concerns with the class teacher who is responsible for the children in their class. Should there need to be further escalation then the class teacher will refer the parent to the SENDCo for further discussion where there may be a meeting held with all parties to discuss concerns.

The SENDCo also hosts a SEN parental support meeting three times a year. This gives parents the opportunity to attend an event where there will be information shared and an opportunity to speak with the school SENDCo and network with other SEN parents.

To keep parents updated the SEN section of the school's website has information and supportive links where guidance can be sought in relation to a variety of needs, this can be accessed [here](#). Relevant SEND and health policies are available for all using the following link: <https://www.chorltonce.co.uk/send-and-medical/>

Parents will be informed if their child is receiving any support that is 'additional to or different from'¹ their peers. This will lead to the child being included on the SEN Register. This is a log of children who are receiving supportive

¹ "special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools." *SEND Code of Practice 2014*

provision as set out in the SEN Code of Practice, it is a fluid document which means that once a child is no longer accessing alternative provision above QFT then they will be removed. The SEN register is reviewed termly to ensure it is up to date and fully compliant with the required legislation.

Parents of children with an Educational, Health and Care plan will have yearly Annual Reviews with the SENDCo, Class Teacher and any professionals involved with the child where progress against targets are shared. In year 5, this annual review is called a 'transfer review'. A member of the local authority will often attend the meeting and during this period parents consider options for the year 7 placement for their child. If parents know which school they would like their child to attend, this is discussed and then written into the EHC Annual Review document for High School consultation. This placement then becomes the 'responsibility' of the LA and they have until February the following year to allocate a place.

If children have a SEND support plan or EHCP support plan, then these will be updated and shared with parents three times a year. There is an opportunity to discuss these targets at parents evening in Autumn or Spring term.

Should a child display significant needs that need further support to meet those needs then it may be appropriate for the school to request a statutory assessment for an Educational, Health and Care plan. This is a long, complex route and parents will be given guidance throughout the process.

CHILD VOICE

We are a Rights Respecting School where pupil voice is obtained regularly and acted upon. Children who are on the SEN register will all have a SEND support plan, they will be involved in discussions around celebrating their strengths, recognising their needs, creating targets and assessing how they are progressing against these. Pupil voice is also collected regularly across all phases by SLT, subject leads and other adults in school.

Children are given equal opportunities to take part in a number of after school clubs and groups. They are also supported to join different pupil voice groups such as eco council, reading buddies and rights respecting council.

PROGRESS

As children move through the school, the class teacher is given the responsibility of improving each pupil's learning journey. The aim is to identify, support and improve the needs of learners to ensure they are given the greatest opportunity to make progress. Assessment for all children is a continual process and takes many forms.

At Chorlton CE, the Senior Leadership Team (SLT) reviews the progress and attainment of all pupils every term and any required adjustments to provision are discussed. Each class will be audited following pupil progress meetings to maintain the continuous development of interventions/adaptations and ensure that all needs have been accurately identified and provided for. All children on the SEND register will follow our termly APDR cycle and progress will be reviewed for SEND support plans or EHCP support plans. If a child takes part in an out of class intervention, these groups are reviewed each half term including pre and post intervention assessments where appropriate.

All children are assessed using national standardised assessments. If a child is working over 2 years below their chronological age, then they will also be measured using our BSquared software which identifies key progression markers based on a child's individual performance. It works differently to other assessment systems as it is kept updated and monitored throughout the year. The 'small steps' build a bigger picture of the child's learning and achievements rather than a final level at the end of the school year and their levels are reviewed every half term in order to ensure that accurate tracking and monitoring of SEND is rigorous throughout the school.

If a child is working 'below the standard of the national curriculum and not-engaged in subject-specific study' then the child will be assessed and monitored using the Engagement Profile.

Additional specialist assessments may be carried out by commissioned services. At present the following services are commissioned by the school and we currently operate a waiting list for access to these services.

- Charlotte Naylor – Educational Psychologist
- Geeta Mehta – Speech and Language Therapist
- Katie Marsh – APC

This is in addition to access to NHS services such as

- SALT Core schools service
- SALT clinic service
- School Nurse
- CAMHS
- Early Help Assessment team
- Specialist Schools Outreach programmes

Further collaborations may include:

- Health visitors
- Paediatricians
- Physiotherapists
- Social workers and others

Involvement with any agency is done in collaboration with parents/carers and, where appropriate, the child.

There may be a requirement for different meetings including professionals to monitor and review the provision provided and progress made by children. These are called Team Around the Child (TAC) meetings. These are scheduled by the SENDCo and mandatory paperwork is completed which forms part of any subsequent EHCP application. A range of people can be invited to TAC meetings including parents/carers, teachers, Eps, SALTs, OTs, or any other professional working with the child.

INCLUSIVITY ACROSS WIDER SCHOOL ACTIVITIES

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all school trips, including residential. Where required, parents will be consulted from the planning stage to ensure all reasonable adaptation and adjustments are made to ensure the child can safely access and enjoy the development that these activities bring.

All activities both inside and outside school are covered by a risk assessment which is carried out by class teachers and approved by the Head Teacher. Additional individual risk assessments are carried out for specific children when necessary, depending on their needs. These risk assessments will be shared with parents once they have been completed.

Our schools before and after school club, Treehouse, is available to all children. Breakfast club is open from 7.45am – 8.50am and After School club from 3.15pm – 6.00pm. Further information can be found on the Treehouse section of the school website. Treehouse can be contacted directly through their email treehouse@chorlton.manchester.sch.uk or number 07538 833 687.

There are a huge range of after school clubs available for children and information is sent out to parents on a termly basis. All clubs are made available to children with Special Educational Needs and Disabilities and there is an equal opportunity for all children to access these clubs.

TRANSITIONS

Transition between year groups is also a thorough process, teachers meet together and pass on important information to ensure that we continue to meet the child's needs as they move through our school. We also have an extended transition period in Summer term where children are taught by their new teacher for one afternoon a week.

To support all of our children with transition to high school we work closely with all those schools to provide the best possible transition package for our children. At Chorlton CE every effort is taken to ensure transition times are successfully managed, particularly from year to year. We liaise closely with these high schools and provide key information about our children before they leave us through meeting with the schools our children are moving to. The SENDCo will coordinate additional meetings with high schools for those children with a high level of need. These meetings are attended by parents/carers and the relevant schools SENDCo and/or teachers (as appropriate).

All children are invited to attend open days at their new school in the summer term. Additional visits to high schools are also arranged, where appropriate, for children with complex SEND needs or who are identified as vulnerable and requiring additional transition. If necessary, these visits will be supported by Learning Support Assistants.

We will also offer assistance to parents/carers in terms of visiting prospective new schools or high schools.

We ensure that every new child and family are given an opportunity to book onto a tour of the school and have the opportunity to ask questions before their child starts. This includes new starters to our nursery and reception classes also. The SENDCo may visit private nurseries before a child starts with us to ensure a robust transition plan is in place for those children who already have an identified difficulty/need.

If a child is an in-year transfer to our school, then the SENDCo's of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition (in line with GDPR guidelines). If a child has an EHCP, then a more formal transition meeting, involving all parties, may be arranged to plan for the transition process. If a child is an in-year transfer out of our school, then the following process will be adhered to by our SENDCo, contacting the receiving school in order to share all relevant information. Parents planning such a move, especially if their child's needs are more complex, are encouraged to let us know with as much notice as possible. This allows us to plan the necessary arrangements.

STAFF TRAINING

The SENDCo attends termly cluster meetings and passes relevant SEND updates onto members of the SLT and staff, as appropriate. The SENDCo also leads a local SENDCo network in order to share best practice and provide networking opportunities to improve provision across the school.

Regular staff training is also provided for all areas of SEND. In addition to in-house training we work with outside agencies to provide a solution focused approach to deliver a wide range of interventions to support learning. This training can be delivered by a wide range of agencies and through our partnerships with services such as Catalyst Educational Psychology Services, Manchester Occupational Therapy services, Manchester Speech and Language services, plus many others.

We recognise that to effectively support all children, we need to have the skills and knowledge to understand the needs and issues that individual children face. Continual Professional Development (CPD) is offered to all staff to ensure that their skills and knowledge are kept up to date and they're given the opportunity to build on their existing knowledge. Rigorous Performance Management processes are in place for all teaching and support staff and specific individual training will be made available to staff who are working with a particular child(ren) if the expertise is not already in school.

Our school has strong links to specialist schools in the Manchester area including The Grange, The Birches & Ashgate schools, Bridgelea and Rodney House. Throughout the year, the SENDCo may liaise with these specialist provisions to access outreach support when necessary. Specialist teachers from these settings may attend school and observe and offer specialist advice. In addition to this, they can provide relevant training for staff to increase professional development.

ALTERNATIVE SUPPORT

Medical needs are supported by the SENDCo and the school has a variety of policies which cover health and wellbeing issues such as

- Supporting children with medical conditions
- Medication in school
- First Aid policy
- Intimate care policy

Some medication, such as asthma inhalers, are kept in the classroom whereas other medication is kept in a locked cupboard/fridge. All medicines administered are recorded as detailed within the relevant policy.

For individual children with specific needs, care plans are written between the SENDCo, parents, child (where appropriate), class teacher, other staff as appropriate and medical professionals. Any new adults employed by the school go through a short induction in accordance with the school's induction policy to ensure they are made aware of particular needs.

Where a child's medical needs may impact on their ability to access an additional trip or activity, relevant advice is sought from parents and/or healthcare professionals as appropriate.

With regards to social and emotional difficulties, our school aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. School may, with parental permissions seek further external advice and support for a child with particular emotional or behavioural difficulties.

All behaviour at Chorlton CE is addressed with compassion and in response to the individual needs of the child. It may be necessary to complete a behaviour plan which identifies key behaviour that needs addressing with very clear language and strategies to support across the wider context of school. At this point there may be no alternatives and behaviour needs to be addressed in the first instance for health and safety reasons, behaviour plans may need to be accompanied by a safety and positive handling plan if the behaviours cause a risk to safeguarding the individual child and others around them.

It may be that your child requires additional support that identifies and supports specific behaviours at times of anxiety rather than a specific learning need. The class teacher, SENDCo and Key Therapist will work closely with the parent/carer and if necessary, other multiagency teams to complete a RAMP (reduce anxiety management plan) assessment, sometimes this may be directed by a social worker and it is put into place to support a child in times of dysregulation. This would always be followed up with a restorative repair and reflect approach which all staff are fully trained in.

CONCERNS/COMPLAINTS

At Chorlton CE we value the support and feedback from all members of our school family. We have an active school council, who meet regularly with pupils to discuss a variety of school-based issues and we conduct pupil voice activities throughout the year.

Parents are asked to complete questionnaires at various times to provide feedback about the arrangements in school and we have a strong Governing Body and PTA who are actively involved in improving the school for all. Information for this can be found on our website here <https://www.chorltonce.co.uk/pta/>.

This SEND information Report is updated annually and each new report will be available on the school's website at <https://www.chorltonce.co.uk/send/>.

At Chorlton CE, we encourage active collaboration between parents, carers and pupils. If a parent, carer or pupil does not feel that their needs are being met sufficiently then they have the right to raise their concerns in a

reasonable manner. In response, we aim to swiftly and sensitively resolve any concerns that have been brought to our attention by resolving and/or preventing any issues occurring in the future.

Further information regarding complaints relating to SEND can be found in our SEND policy which can be accessed via our school website at <https://www.chorltonce.co.uk/send-and-medical/>

USEFUL INFORMATION

The SEND section of the school website has information from a wide range of relevant providers and is kept updated regularly. However, if you would like further advice from professionals outside school, you may find the following contact details helpful:

- SENDIASS. Information, Advice and Support Service (formerly Parent Partnership): 0161 209 8356 or email parents@manchester.gov.uk.
- IPSEA. SEND Charity helping navigate SEND law and support. <https://www.ipsea.org.uk/>
- School admissions: 0161 234 7166
- School Nurse Service: 0161 946 8291
- Manchester Families Service Directory: <http://manchester.fsd.org.uk>
- DLA Lifted in Wythenshawe: <http://liftedcarerscentre.org.uk/>
- Manchester SEND Local Offer
<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

SEND ACRONYMS

ADD: Attention Deficit Disorder
ADHD: Attention Deficit Hyperactivity Disorder
ASc: Autism Spectrum Condition
CAMHS: Child and Adolescent Mental Health Services
EHC: Education, Health & Care
EHCP: Education, Health & Care Plan
EP: Educational Psychologist
EWO: Education Welfare Officer
HI: Hearing Impairment
LA: Local Authority
LSA: Learning Support Assistant
MLD: Moderate Learning Difficulty
MSI: Multi-Sensory Impairment
OT: Occupational Therapy/Therapist
PD: Physical Disability
PMLD: Profound and Multiple Learning Difficulties
PR: Parental Responsibility
PT: Physiotherapy/Physiotherapist
SALT/SLT: Speech & Language Therapy/Therapist
SEN: Special Educational Needs
SEND: Special Educational Needs and Disabilities
SENDCo: Special Educational Needs & Disabilities Co-ordinator
SLCN: Speech, Language & Communication Needs
SLD: Severe Learning Difficulties
SpLD: Specific Learning Difficulties
TA: Teaching Assistant
TAC: Team around the child (meeting)
VI: Visual Impairment