



Frodsham Primary Academy

Special Educational Needs and Disability (SEND) Offer

February 2019

Special Educational Needs (SEN) Information Report

The governing bodies of maintained schools and maintained nursery schools must publish information on their websites about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

Introduction

It is very important to us that the children are happy and experience the best education possible. We value the strong links and a close partnership between home and school. This report has been written to help you as parents have a better understanding of how Frodsham Frodsham Primary Academy supports your child. It is our aim to identify any child with SEND as soon as possible in order for us to plan and support your child to ensure they achieve their potential.

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs make the best possible progress in school.

The broad areas of SEND are:

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

What is the Local Offer?

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special education needs, including education, health and social care. Knowing what is out there gives parents and carers greater choice and therefore more control over what support is right for your child.

You can view or download Frodsham Primary Academy Special Educational Needs Policy direct from our school website.

Frodsham Primary Academy's Special Educational Needs (SEN) Information Report

SEN Code of Practice 2015 (Section 6.79)	Frodsham Primary Academy
<p><i>What kinds of special educational needs do Frodsham Primary Academy make provision for?</i></p>	<p>There are 4 areas of SEN outlined in the SEN Code of Practice. At Frodsham Primary Academy we provide fully inclusive learning experiences for children with the following needs.</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs
<p><i>How do Frodsham Primary Academy identify children with SEN and assess their needs?</i></p>	<ul style="list-style-type: none"> • School have a mainstream SENDCo (Special Educational Needs and Disability Co-ordinator), a Resourced Provision SENDCo and an Early Years SENDCo, with responsibility for the children in our Nursery with SEND. • Our SENDCos liaise closely with families, children and staff to identify any children within the school who have barriers impacting on their learning and progress. They will also work with class teachers, our Pastoral and Inclusion Lead and external agencies to accurately assess individual needs ensuring effective plans are in place to support learning and physical needs. • If a parent is concerned that their child has SEND, they are actively encouraged to talk to the class teacher. Meetings will then be setup to include parents, class teacher and SENDCo to discuss the concerns and pathways available.

<p><i>How do Frodsham Primary Academy consult parents of children with SEND and involve them in their child's education?</i></p>	<p>We offer:</p> <ul style="list-style-type: none"> • <i>Parent consultation meetings with class teachers and support staff at least 3 times a year.</i> • <i>Each child identified with SEND has a 'Child Profile' completed – this is shared with parents at least 3 times per year.</i> • <i>Our Pastoral and Inclusion Lead and Speech and Language Teaching Assistants also report back to the class teacher which is then fed back to the parents.</i> • <i>The SENDCo is available to meet with parents at mutually convenient times.</i> • <i>Annual reports provided to parents at end of summer term.</i> • <i>Annual and interim review meetings are planned to ensure parents' views are always shared.</i> • <i>Home/school communication books are filled in daily for children where appropriate. Each child with an Educational Health Care Plan has a verbal handover at the end of the day where accessible.</i> • <i>Parents have the opportunity to meet with staff should they have any questions or issues to raise or discuss.</i>
<p><i>How do Frodsham Primary Academy consult with children with SEN and involve them in their education?</i></p>	<p>We offer:</p> <ul style="list-style-type: none"> • <i>Regular opportunities for children to be involved in setting targets and seeking views on how they have achieved them.</i> • <i>Child involvement and consultation in the writing of Termly Learning Goals (included in the child's pupil profile)</i> • <i>Opportunities for our SEN children to talk about their learning experiences, through whole school monitoring (Learning Walks).</i>

<p><i>What arrangements do Frodsham Primary Academy have for assessing and reviewing progress towards outcomes?</i></p>	<p>We will ensure the following:</p> <ul style="list-style-type: none"> • <i>Your child's progress is continually monitored by his/her class teacher.</i> • <i>His/her progress is reviewed formally every term.</i> • <i>School use an assessment tool called SPTO to formally record progress.</i> • <i>At the end of each Key Stage (i.e. at the end of Y2 and Y6) all children are required to be formally assessed using Standard Assessment Tests (SATS).</i> • <i>Child Profiles are reviewed every term and provision and goals are then set accordingly. These are shared and discussed with parents at least termly.</i> • <i>The progress of children with an EHC Plan and additional Top Up funding is formally reviewed at least annually at an Annual Review meeting where all those involved with the child's education, health and care are invited to attend.</i> • <i>Teachers meet regularly with the Headteacher and / or members of the Senior Leadership Team, to review pupil progress.</i> • <i>The SENDCo will liaise with class teachers and the Headteacher to monitor progress and consider appropriate next steps.</i> • <i>School hold regular parents' evenings where information on your child's progress is shared.</i> • <i>Parents can also make appointments to see teachers, the SENDCo and / or Headteacher at any time.</i>
<p><i>What arrangements do you have for supporting children as they move to the next phase in their education?</i></p>	<p>We have in place the following:</p> <ul style="list-style-type: none"> • <i>Early Years SENDCo supports the transition of our very youngest children as they move into their Reception year, either within our school or at alternative setting.</i> • <i>Early Years SENDCo will meet with parents and the receiving Class Teacher and support staff to ensure all future adults have a good understanding of the child's learning/physical needs.</i> • <i>Mainstream and/or Resourced Provision School SENDCo will meet with the Head of Year and receiving High School SENDCo to ensure ALL parties fully understand the learning/physical needs of our Year 6 children.</i>

	<ul style="list-style-type: none"> • <i>Transition sessions/days for our SEND children will be organised to ensure the smooth transition from Frodsham Primary Academy into their High School phase setting.</i> • <i>When moving classes in school all relevant information is passed on to the new class teacher in advance during organised meetings. This includes Child Profiles.</i> • <i>When moving to a new school we will contact the receiving school SENDCo and ensure that they are aware of any special arrangements and support that needs to be made for your child. All school records will be passed to the receiving school as soon as is possible.</i>
<p><i>How do Frodsham Primary Academy teach children with SEND and how do you adapt the curriculum for your SEND children?</i></p>	<ul style="list-style-type: none"> • <i>Our approach to supporting our SEND learners is dependent on the individual needs of each child. We are passionate about a fully inclusive approach to learning experiences no matter what the learning or physical needs of the children are.</i> • <i>Children with SEND at Weaver Vale access all aspects of the curriculum that is on offer to non-SEND children. This ranges from more the formal teaching of reading, writing, basic skills and science to engaging in off site visits, residential trips, swimming lessons and learning to play musical instruments.</i> • <i>We recognise that most children with SEND often learn more effectively in smaller groups and in 'smaller' chunks of time – whilst supporting the need for our SEND children to work with a level of independence too.</i> • <i>We have specific designated areas where SEND children can have minimal disruptions while they are learning.</i> • <i>Staff deployment is purely based on the needs of SEND children in each cohort.</i>
<p><i>What expertise do Frodsham Primary Academy staff have to support the learning of children with SEN? How do you secure specialist expertise?</i></p>	<p>One of the SENDCo's responsibilities includes supporting class teachers in planning for children with SEND and looking for opportunities for staff to receive appropriate training to ensure they are equipped to meet the needs of the individual children under their care.</p> <ul style="list-style-type: none"> • <i>The school identifies training needs for all staff to improve the teaching and learning of all children including those with SEND. This may be whole school training on SEND issues, it may be focused on supporting identified groups of learners in school (training on autism and dyslexia for example) or may be to develop skills in target areas – reading for example.</i>

- *Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their care.*
- *In-house training is also organised by the SENDCo and delivered by experienced colleagues within school to teachers and support staff.*
- *The SENDCo organises/attends cluster meetings for professionals in the local area on areas such as Downs Syndrome.*
- *The SENDCo meets with lunchtime staff to up-date them on information passed on from class teachers regarding successful strategies to support the children in each class.*

As a school we have regular contact with

Speech and Language Therapists employed by the National Health Service Educational Psychology Service

Occupational Therapy Specialists in

Autism/Asperger's Sensory Service

Physiotherapy School

Nurse

Community Paediatricians

Early Years SEN Support Service Cheshire West

and Chester SEN Team Health Visitor

Family Support Workers

Independent Advice and Support Centre (Parent Partnership) Education

Welfare

Education Access Team

Cheshire Down's Syndrome Support Group Children

Social Services

The Virtual School (LAC)

<p><i>How do Frodsham Primary Academy evaluate the effectiveness of the provision made to children with SEND?</i></p>	<p>At Frodsham Primary Academy we use a variety of assessment procedures to measure the success of all children with SEND. Each term we assess all children in the school – SEND children are equally involved with this. This enables the child’s class teacher to assess the effectiveness of the provision. With advice from the SENDCO, the class teachers can then identify next steps alongside the child and the parents. This is then evaluated on the ‘Child’s profile’ and new termly goals set where and when relevant.</p> <p><u>The child’s class teacher is fully accountable and responsible for assessing the needs of each child with SEND.</u></p> <p><u>Please see roles and responsibilities of key staff for more information about evaluation of the effectiveness of the provision made to children with SEND.</u></p>
<p><i>How do Frodsham Primary Academy support the emotional and social needs of the children with SEND?</i></p>	<ul style="list-style-type: none"> • <i>Emotional and social interaction with mainstream peers is vital to support positive learning behaviours.</i> • <i>Each member of staff at Frodsham Primary Academy’s fully committed to listening carefully to our children with SEND along with observing them during lessons and playtimes.</i> • <i>Our skilled and sensitive staff (Teachers, Teaching Assistants, Pastoral and Inclusion Lead, and Mid-day Assistants) put the emotional needs of our children first.</i> • <i>We ensure that each SEND child has felt success each day through lessons.</i> • <i>Children identified as having emotional or social difficulties will be provisioned to work with school’s ELSA trained teaching assistant.</i> • <i>Our Pastoral and Inclusion Lead will deliver ad-hoc sessions for ‘time to talk’ when deemed necessary or appropriate.</i>

Kay staff at Frodsham Primary Academy with responsibility for SEND provision?

The Class Teacher

Responsible for:

- *Ensuring that all children have access to effective teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).*
- *Checking on the progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work, additional support, intervention programmes, adapting resources for example). They will liaise the Special Educational Needs and Disabilities Coordinator (SENDCo) and other colleagues within school if necessary.*
- *Writing a Child Profile which will identify goals; these will be shared with parents and reviewed regularly.*
- *Ensuring that all members of support staff working with your child are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and to make progress.*

The SENDCo

Responsible for:

- *Coordinating the support for children with SEND (mainstream, Resourced Provision and Early Years).*
- *Developing and reviewing the school's SEND policy.*
- *Involved in reviewing and planning child profiles.*
- *Liaising with other professionals to help to support your child's learning e.g. Community Paediatricians, School Nurse, Speech and Language Therapy Team, Educational Psychology Team etc.*
- *Updating the school's SEND register (a system for ensuring that the SEND needs of the children in our school are known and addressed).*
- *Liaising with colleagues to make sure that records of your child's progress and needs are kept up-to-date.*
- *Coordinating support teachers and support staff in the school so they can help children with SEND to make the best progress possible.*

- *Organising training for staff so they understand and are confident about how to meet the needs of children in our school.*
- *Keeping the SEND Governor up-to-date with the organisation and implementation of the SEND policy within school.*

The Headteacher

Responsible for:

- *The day-to-day management of all aspects of the school, including the support for children with SEND.*
- *Ensuring that the needs of the children at Frodsham Primary Academy are met, giving responsibility to class teachers and the SENDCo.*
- *Ensuring the Governing Body is kept up-to-date with issues relating to SEND.*

The SEND Governor

Responsible for:

- *Liaising with the Head teacher, SENDCo and staff to ensure the quality of SEND provision is continually monitored and the necessary support is given for any child who attends school who has SEND.*

All can be contacted via the school office. The class teacher and SENDCo are available to speak to at the end of the day.

School contact: 01244 981115

If you would like independent support or advice about any aspect of your child's Special Educational Needs please contact the **Independent Advice and Support Centre (IAS – previously known as Parent Partnership)**:

Telephone: 0300 123 7001

iasservice@cheshirewestandchester.gov.uk

