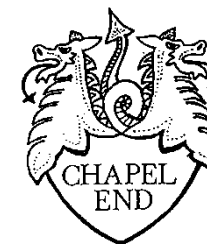


Chapel End Infant School & Early Years Centre

SEN information Report for Special Educational Needs and/or Disabilities 2020-21



HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES:

The following information may be helpful in supporting parents to understand how the school works with children and parents/carers to ensure effective provision for special educational needs. Please do not hesitate to contact the school if you would like any further information.

What is the school's vision and mission statement? How does this relate to children with special educational needs and disabilities?

Equal opportunities:

At Chapel End Infant School & Early Years Centre school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion:

We are committed to promoting learning and teaching environments for all, which embraces the values of inclusive educational practices. Through a child-centred approach, we aim to ensure that education is accessible and relevant to all our learners. At Chapel End Infant School & Early Years Centre we respect each other and celebrate diversity and difference.

What type of school are you? What age children does the school admit?

Chapel End Infant School & Early Years Centre serves its local community for children from 2 – 7. The school offers funded places for 2 year olds for families who meet the government criteria.

What is your current OFSTED rating?

Our OFSTED rating is Good (2017).

How does the school ensure that children who need extra help are identified early? What should a parent do if they think their child may have special educational needs?

How does the school identify children with special educational needs? How can a parent raise any concerns they may have?

Chapel End Infant School & Early Years Centre is a mainstream school and we strive to provide the best learning opportunities for all children. Our core values promote an inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge.

We recognise that children may have different educational needs and may require different strategies for learning. We know that children acquire, assimilate and communicate information at different rates and that all children need a range of teaching approaches and experiences.

- Children are continually assessed and monitored by Class Teachers and Early Years Practitioners.
- All children's progress is tracked regularly
- As well as termly assessments, termly pupil progress meetings will highlight any children who are underachieving.
- Children who attend our 2 year old provision will have a 2 year old EYFS progress check carried out by their key worker.
- Concerns are monitored over time and needs are discussed with the Deputy Headteacher and observations and further assessment may take place.
- We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers and hope that they are able to do the same with us.
- Your first point of contact is with the class teacher/key worker.
- In the Early Years we offer home visits before children start in the setting.
- We will ensure that parents/carers are informed of and are involved in their child's SEND provision; and that there is effective communication between the school and home.
- We offer an open door policy where you are welcome at any time to make an appointment to meet with the class teacher to discuss how your child is getting on.
- Parents are invited to attend termly parent consultation meetings in the autumn and spring term where you will be given the opportunity to discuss your child's work and progress.
- Parents will receive an annual report on the attainment and progress of their child in the summer term.
- Children in the Early Years will get a written report when they move to another stage in the Early Years setting.
- Children with an Education, Health & Care Plan (EHCP) will have an Annual Person Centred review meeting.

What does the school do to help children with special educational needs?

How do school staff support children with SEND? What are the different staff roles? How does school know how effective it's arrangements/provision for children with SEND are?

At Chapel End Infant School & Early Years Centre, we ensure that high expectations are set for all children alongside consistent quality first teaching. We provide a broad and balanced curriculum which ensures that all children feel safe and cared for and are able to experience success and achievement.

Quality First Teaching (Class teacher and Early Years practitioner):

- All teaching is based on building on what your child already knows, can do and can understand.
- Teachers and Early Years Practitioners work hard to ensure work is adapted for children, providing appropriate support and challenge. They aim to deliver a stimulating, multi-sensory and exciting curriculum that engages all children.
- Teachers ensure that the learning environment meets all our children's needs.
- Specific strategies (which may be suggested by the Deputy Headteacher or external agencies) may be put in place to support your child to learn.
- All teachers carefully monitor children's progress and will then decide how to support any gaps in your child's learning. This will be discussed with the Deputy Headteacher who will make further recommendations or referrals to external agencies as necessary.

All children in school are entitled to receive this provision as part of excellent classroom practice.

Specific group work with a smaller group of children:

These groups are often called Intervention groups and they may be run within the classroom or outside the classroom in the shared area or in one of the school's intervention rooms.

- Children are supported within group sessions which have specific targets set for them to help your child to make more progress. They will follow the teacher's/Early Years practitioner's planning and may focus on specific areas such as communication, literacy or numeracy.
- Some groups will be supported by our trained LSA's and have targets set for them by external professionals such as the Educational Psychologist or our Speech and Language Therapist.

These groups are available for any child who has been identified as having specific gaps in their understanding within a particular area of learning.

Individualised work or specialist groups run by our Speech and Language therapist:

- This will be provided if your child has been identified by the class teacher and/or Early Years practitioners or by parents/carers as needing more specialist input in addition to quality first teaching and intervention groups.
- Parents/carers will always be asked permission before school makes a referral to a specialist professional. Referrals are made to help the school understand your child's particular needs better so that we are able to target intervention support. Parents/carers will be given the opportunity to talk about their child's needs with the professional concerned.
- Discussions between school, external agencies and parents/carers will take place to monitor progress and plan possible ways forward. Parents/carers will be informed about how support will be used and what strategies will be put in place.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to best facilitate their learning
 - Support to set targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. Social Skills group, Lego Therapy group
 - A group or individual working with the external professional in school

This type of support is available for all children with specific barriers to learning with the aim of reducing those difficulties. This support is in addition to Quality First Teaching and intervention/support groups.

Specific Individual Support:

School will usually provide this kind of support through an Education, Health & Care Plan (EHCP). Children with an EHCP will have been identified as requiring a particularly high level of support which cannot be provided from the school's allocated budget. In these cases, it is usual for your child to have specialist support from external professionals. Children may require additional specialist resources and or equipment and adaptations to the school environment.

- An Education, Health & Care Plan will detail short and long term outcomes for your child and suggest strategies that should be used to support your child, including the type of individual/small group support your child will receive.
- School may assign additional adults to support your child within whole class learning or put in place individual programmes/small group work.

This type of support is available for children whose learning needs are severe, complex and lifelong. There may also be a medical diagnosis or health need.

How will the curriculum be matched to meet my child's needs?

What is the school's approach to differentiation?

- Class based learning is adapted for all children in our school.
- Class teachers and Early Years practitioners plan lessons and learning experiences according to the specific needs of all groups of children in their class and they will ensure that learning activities are adjusted in order to enable all children to access their learning as independently as possible.
- All lessons/provision are carefully planned and differentiated to meet children's needs.
- Every class has a range of physical resources; equipment and learning aids to help children to access their learning.

How are the school's resources allocated and matched to children's needs?

How is the school's special educational needs budget allocated?

Who makes the decision and on what basis? How are parents/carers involved?

All mainstream schools are provided with resources to support with additional needs, including children with SEN and disabilities. Most of these resources are determined by a local funding formula.

How the school decides what resources can be given to a child with special educational needs:

- The school budget, received from the Local Authority, includes money for supporting children with Special Educational Needs and Disabilities (SEND).
- The Headteacher, in consultation with the school governors, decides on the budget for SEND on the basis of needs in the school.
- The Headteacher, in discussion with the Deputy Headteacher and Assistant Headteacher determines the additional provision that is needed in school and decides what resources, training and support is required.
- All resources/training and support are reviewed regularly and changes made as needed. Parents/carers views are always welcome.

How does the school monitor a child's progress and how is this communicated with parents?

Does the school offer any parent training or learning events?

- The school's Deputy Headteacher oversees all support and the progress of any child requiring additional support across the school.
- Every term, the Deputy Headteacher evaluates the quality of the provision and measures the impact of this provision. Further discussion with class teachers will ensure that support is adjusted as needed to ensure the best possible progress for individual children.

- If your child is in Year 1 and above and is working below expected levels, a more sensitive assessment tool is used which shows their levels in more detail and this will show smaller but significant steps in progress. Currently the school uses P levels and Pre-Key Stage Levels, however the school will transition towards using the engagement model by the end of the academic year. Planning for individuals will be led by the targets in their Education Health and Care Plan.
- The progress of children with an EHCP is formally reviewed at an Annual Review organised by the school and includes all adults involved with your child's education.
- The Deputy Headteacher meets termly with the school's Speech & Language Therapist to review provision and effectiveness.
- Parents/carers are invited to make an appointment to meet with the Speech & Language Therapist to discuss their child's progress towards targets.
- Parents/carers of children with SEND are offered longer individual consultation meetings with the class teacher each term (supported by the Deputy Headteacher if required). These allow for more detailed discussion about the support that is in place for your child and progress towards targets.
- School provides a range of parent training events across the school and in the Early Years Centre. These include information about developing early literacy and numeracy skills and workshops for phonics.
- School will always try to signpost parents/carers to training and support offered within the Local Authority.

What support does the school offer for children's overall health and wellbeing?

What pastoral, medical and social support is available in school for children with special educational needs and disabilities?

How does the school manage the administration of medicines and provide personal care?

What support is there for behaviour, avoiding exclusions and increasing attendance?

How are children supported to contribute their views?

At Chapel End Infant School & Early Years Centre, the social and emotional well-being of our children is a priority and we work hard to develop and maintain a strong community ethos.

Medical:

- If a child has a medical need, the Inclusion Leaders will invite parent/carers into school to create a Health Care Plan.
- Health Care Plans are reviewed yearly, however, parents/carers are encouraged to contact the school at any time when there is a change to their child's medical needs.
- School has a detailed policy regarding the administration and managing of medicines on site (see separate policy).
- The school offers monthly appointments with the School Nurse.
- If there are any concerns the school office, class teacher/key worker or Deputy Headteacher will ring you and discuss any issues.

Social:

- All children are encouraged to participate in all activities of school life and to develop independence. All children are encouraged to work together.
- As a school, we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit and/or risk assessment is carried out by staff, which considers the needs of children with SEND. Where necessary, we meet with parents/carers to discuss any additional support that may be required.
- Where possible we aim to ensure that all children have the chance to take part in an after school club.

- All staff in the playground will support your child with social interactions in the playground if this is needed. If there are any concerns class teachers are informed and parent/carers contacted.

Behaviour:

- We have a very positive approach to all types of behaviour with a clear behaviour and reward system that is followed by all staff and children. The school has a Positive Behaviour Management Policy which includes the Anti-Bullying policy and a Peer on Peer Abuse policy.
- All children follow the 'Golden Rules' in school.
- The first point of contact regarding any behaviour concerns is the class teacher/key worker who will share strategies with parents/carers.
- The Deputy Headteacher and Headteacher may be involved to provide additional support as required.
- A Behaviour Support Plan will be developed by the Deputy Head Teacher and class teacher, with input from parents/carer and the child, if unacceptable behaviour continues to have a negative impact on the child's well-being and attainment or impacts on children/adults around them.
- Additional support will be implemented if needed which may involve advice from external agencies.

Attendance:

- Attendance of every child is monitored daily by office staff.
- The Deputy Headteacher and School Business Manager monitor attendance half-termly and parents/carers are informed if school has concerns. Advice and support is provided for families where necessary.
- To enable children to make good progress with the support they are given, it is important that good attendance is maintained.
- It is important that parent/carers notify school immediately if their child has a medical issue.

Child's Views:

- All children are encouraged to discuss school issues with their school council representatives.
- All children know that the adults in school are there to help them and they are encouraged to talk about their concerns or worries.

How does the school evaluate the effectiveness of the provision for children with special educational needs?

- As a school, we measure all children's progress in learning against national expectations and age-related expectations. The class teacher, Deputy Headteacher and Headteacher continually monitor each child and note progress and where further support is required. As a school, we track children's progress from their point of entry to end of year 2.
- Pupil progress meetings take place every term.
- Outcomes and targets are reviewed termly for children with an individual support plan.

What specialist services and expertise are available at or accessed by the school?

Are there specialist staff working at the school?

What other services does the school access including health, therapies and social care services?

Chapel End Infant School & Early Years Centre is a mainstream school and does not have a special resource provision unit for SEND.

In school:

- Speech & Language Therapist

- SEND support staff
- EAL support
- Additional staff are provided when needed to ensure the needs of all pupils are met.
- Intervention teachers for Key Stage 1

Access to:

The school uses the support available from the following agencies:

- SEND success outreach team
- Educational Psychology Service
- School Nurse
- Health Visitors
- Specialist Children's Services:
 - Occupational Therapy
 - Physiotherapy
 - Community Paediatrician Services
 - Social and Communication Clinic
- Speech and Language Service
- Play Therapist
- Child and adolescent mental health service (CAMHS)

Other agencies that we liaise with regularly:

Education Welfare Service

Social Care/ Safeguarding in Education

BACME

What training have school staff supporting children with SEND had?

- All teachers are responsible for children with Special Education Needs and/or Disability (SEND) and have regular training throughout the year, including individual support and advice depending on the additional needs within each class.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Speech and Language difficulties.
- The Deputy Headteacher meets regularly with other SENCOs from other local schools.
- School also seeks support from external agencies for staff and families whenever it is needed. We have experienced Inclusion Leaders overseeing provision within our school and early years centre and an effective team of Learning Support Assistants. The training needs within our school reflect the needs of the staff and the children we work with.
- Identified members of staff have medical/health training (including paediatric first aid) to support staff in implementing care plans.

- Staff in our Nurture Group receive support and advice from Educational Psychology, Speech & Language and Occupational Therapy. They have attended relevant training including ELSA (emotional literacy support), ELKLAN (speech & language), and support and advice from Whitefields Outreach team.
- Identified members of staff have received Autism training including Attention Autism which all Early Years staff have received, from the Educational Psychology service.
- The Deputy Head Teacher completed the mandatory SENCO qualification (NASENCo) in 2019-20.

How are children included in activities outside the classroom including school trips?

Are children able to access all of the activities the school offers and how are they assisted to do so?

How does the school involve parent/carers in planning activities and trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take full part in an activity, adaptations will be made if possible.
- A risk assessment will also be carried out for any activities carried out at school that may compromise the health and safety of a child with identified needs e.g. accessing the outside playground safely. This will be shared with the child's parent/carers.
- Parent/carers are always invited to support with school activities and accompany children on school trips.

How accessible is the school environment?

Are the school buildings fully wheelchair accessible?

Are there disabled changing and toilet facilities?

How will equipment and facilities to support children and young people with special educational needs be secured?

- The school buildings are all on one level and are designed to allow access for those with physical and sensory difficulties. All entrances are step free.
- All information is distributed in a variety of ways; newsletters, letters, schoolcomms for text messaging, website (Google Translate available). Emails, phone calls, office telephone enquiry available from 8:00 am to 6:00 pm, individual translation offered when needed.
- Entrance doors are double width and have low keypad entry systems.
- Flooring in Infant building has contrast strips for visual impairment.
- Disabled toilets are provided with showers with seats.
- A curtained changing area is available in the office.
- Personal Emergency Plans (PEP) are completed for individuals with mobility, sensory or cognitive impairments.
- All classrooms have step-free exit onto playground and wide doorways. Some classrooms have double width doors onto corridors.
- When a child with a specific need starts school, requirements are considered carefully and equipment provided as advised by external agencies. A Support Plan may be written and additional funding applied for from the Local Authority.
- A risk assessment will also be carried out for any activities carried out at school that may compromise the health and safety of a child with identified needs e.g. accessing the outside playground safely. This will be shared with the child's parent/carers.
- The school completes an annual accessibility survey to identify where improvements can be made.

How does the school prepare and support children when they join? How does the school support children when they transfer to a new school or the next stage of education and life?

What preparation is there school?

What preparation is done with the child?

How we prepare for children joining our school and leaving our school:

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- The first introduction to school is carefully planned. Key members of staff will meet with parents/carers and a transition programme may be discussed if required.
- We work closely with our local pre-schools and previous schools to identify any special educational needs children may have prior to them joining us, in order to ensure that they receive the correct support from the start.
- Parent meetings are arranged at the start of Reception year where parent/carers are introduced to key members of staff.
- Parents whose children are starting in Early Years are offered an informative induction including home visits, meetings with their child's allocated key worker and Early Years Inclusion Lead.

If you child is moving to another school:

- We will contact the SENCO and ensure that they know about any special arrangements or support that is required. We will also assist to arrange transition visits if required.
- We will make sure that all records about your child are passed on as soon as possible.
- We work closely with Chapel End Junior Academy at transition from year 2 to year 3.
- If a child has an EHCP, a Person Centred Transition Review will take place in the term before the child moves to another school. All agencies involved with the child will be invited to this.

When moving classes in school:

- Information is passed on to the new class teacher/key worker in advance. Transition meetings between class teachers are held at the end of each academic year. Transition meetings take place for children in the Early Years when they are moving through the setting i.e. from Willow Room to Nursery.
- Transition meetings are arranged between year 2 class teachers and year 3 class teachers from Chapel End Junior Academy at the end of year 2.

How are parent/carers involved in school life?

- The class teacher/key worker is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well.
- The Deputy Headteacher is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from external professionals are discussed with you, as far as possible directly with the agency concerned or if not, in report format.
- If your child has an SEN support plan, this will be discussed and reviewed with you each term.
- An interpreter will be provided if necessary.
-

Who can a parent/carer contact for further information?

Who would be the parent/carer's first point of contact if they want to discuss something about their child?

Who can a parent/carer talk to if they are worried?

Who should a parent/carer contact if they are considering whether their child should join the school?

Who is the SEN coordinator and how can a parent/carer contact them?

Who to contact for more information or to discuss a concern:

The SENCO:

Karen Wishart – Deputy Headteacher

Responsible for:

- Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Keeping the SEND Governor informed about SEND in school.

Ensuring that parent/carers are:

- Involved in supporting their child's learning
- Kept informed about the support their child is receiving
- Involved in reviewing how their children are doing
- Liaising with other agencies who may come into school to help support a child's learning eg Speech & Language Therapy, Educational Psychology
- Updating the school's SEND register – so that all SEND needs in school are known and supported.
- Providing specialist support for all staff in school so that they can help children with SEND to achieve the best possible progress.

Class teacher:

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and working closely with the Inclusion Leaders.
- Writing SEND Support Plans when needed and sharing and reviewing them with parents/carers at least once each term.
- Ensuring that all staff working with your child in school are prepared to deliver the planned work for your child, so they can make the best possible progress. This may involve the use of additional adults, external specialist help and individually planned work including specific resources.
- Promoting and delivering all aspects of the school's SEND policy.

Headteacher:

Janice Chaplin

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the Governing Body is kept informed about any issues in the school relating to SEND.

Chair of Governors: Zen Jelenje

Responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring SEN budget

Information on the Local Authorities Local Offer

- <https://www.walthamforest.gov.uk/content/send-local-offer>

Information about SENDIASS (Special educational needs and disability information advice and support service)

- The Citizens Advice Bureau
220 Hoe Street
Walthamstow
E17 5AY
Tel: 0300 330 1175

Date of SEND Information Report

- This document was reviewed in September 2020 and will be re-reviewed in September 2021.