



# THE CHANDLER C OF E JUNIOR SCHOOL

## SEN INFORMATION REPORT

### 2018-19

#### **1. For what kinds of special educational needs is provision made at the school?**

The Chandler is a 3-form entry junior school, it has no specialised units or specialist teachers of SEN, but strives to be as inclusive as possible. Our current SEND (special educational needs and disabilities) pupils have a very wide range of difficulties and our aim is to provide the best possible education for all of our children. All children, for whom The Chandler is the nearest school, are warmly welcomed to apply for a place at the school.

We have a very good induction programme to welcome new pupils. We offer parent and child visits and tours to the school prior to application. Infant pupils spend a day at school prior to starting and are invited to attend an ACE day in the Summer Term in year 2. Members of staff including the Head, Deputy, Phase leaders, SENCo, Teachers and LSA's meet to discuss any pupils that will be attending. We have a strong relationship with the SENCo at Milford Infants and Witley Infants and our SENCo spends time discussing children with SEN and meeting the children and their parents. Our Teachers and LSA's also visit the feeder schools in the lead up to transition in the Summer Term of year 2. Where we feel transition may be difficult we offer extra visits. We have a 'buddy' system for all pupils, whereby the year 5 pupils meet their 'buddy' during transition day in the Summer Term and spends time showing them around the school and playing with them during break time. We also have 'meet the teacher' time for parents to come into school in the first few weeks of term. We have a Year 3 Service at St John's Church for our new pupils in September which is followed by a picnic on the field. For some pupils moving to secondary school we provide a six week transition group as required, additional visits and staff handover. All pupils visit the local secondary school. All information on pupils is passed on and where necessary outside agency support is provided to make transition as smooth as possible.

#### **2. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

If you think your child may have special educational needs, we would invite you, in the first instance, to make an appointment to see your child's class teacher to discuss your concerns. If your child has not yet joined our school, please do not hesitate to make an appointment with either the Special Needs Coordinator (SENCO, Mrs Moore) or the school's Home School Link Worker (Mrs Dutton). Appointments with any member of our school staff can be made via the school office.

Many children come to us with special educational needs which have already been identified during their time in the Foundation Stage and/or Key Stage 1. In the summer term of the academic year preceding the children's entry to our school, the SENCO requests written transfer information from each of our feeder schools, including details of all special educational needs. Depending on the size and profile of the incoming cohort, the SENCO, Home School Link Worker and/or members of the year 3 teaching team may also visit the feeder schools in order to get a clearer picture of the nature and level of the children's needs. Where incoming pupils are known to have significant needs, their

parent(s)/carer(s) are also invited to meet with us during the summer term prior to entry. We recognise that parents have a unique knowledge of their children and it is our aim that they are fully involved in the school-based response for their child.

Where children have a Statement of SEN or an Education, Health and Care Plan (EHCP), we always welcome the opportunity to attend their year 2 annual review.

The school is fortunate in having an extensive bank of professional assessment materials, which can be administered by the SENCO (and, in many instances, class teachers) to help to further pinpoint children's difficulties.

### **Year 3 Screening**

On entry to Year 3, all children are assessed in a variety of areas: cognitive ability, auditory processing/memory, short term and working memory, phonological awareness, reading (decoding and comprehension), writing, maths. Where there are indicators of difficulty, some pupils undergo further assessment, for example, in phonics and/or language.

During their first term at The Chandler teachers work to build up an accurate picture of each child's needs, which may or may not include SEND. This is done with reference to:

- Information provided by pupils' previous educational settings, including SEN Support Arrangements (where SEND difficulties have already been identified)
- Information from outside agencies provided by previous educational settings
- Data from the school's Year 3 screening programme (outlined above)
- Information provided by parents
- Ongoing observations of each child

### **3a. How does the school evaluate the effectiveness of its provision for SEND pupils?**

The school has very robust tracking and monitoring systems in place and staff at all levels are constantly reviewing, and seeking to improve, provision for all pupils, including those with SEND. Year leaders regularly report to the senior team (Headteacher, Deputy Headteacher, Phase Leaders and SENCO) on the progress of each individual pupil. Class teachers, in collaboration with parent(s)/carer(s) and pupils, write and review SEN Support Arrangements (formerly known as Pathway Plans), assessing progress against desired outcomes. The completed review paperwork is monitored by the SEND Department.

Governors are briefed on pupil progress data and each governor is allocated a specific area of the curriculum or year group to focus on. Governors are invited to observe in year groups and meet termly with teachers and leaders.

The effectiveness of interventions is assessed termly, both by the year teams and SENCO. In assessing the effectiveness of each intervention, consideration is given to (a) its impact on pupil progress, and (b) whether the outcomes of the intervention justify the time and money used to provide it.

Where additional provision is seen to have little or no impact on progress, and/or where the intervention is assessed as being poor value for money, the intervention is either stopped, modified or replaced with more effective provision.

### **3b. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?**

Our school has developed comprehensive tracking systems which closely monitor each child's progress throughout their time with us. Year teams, supported by the senior leadership team, make regular assessments of progress for all pupils, which enable them to accurately identify pupils making less than expected progress given their age and individual circumstances. As outlined in the Code of Practice (2015, paragraph 6.17), less than expected progress can be categorised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

As part of the school's data analysis, SEN children are tracked as a separate pupil group and their progress and attainment compared with their non-SEN peers.

As outlined in section 7, SEN children's Support Arrangements are reviewed termly by the child's class teacher, the child and his/her parents/carers. The review focuses on the child's progress towards meeting the outcomes clearly set out in the SEN Support Arrangements document. Outcomes may not always be focused on a child's attainment but, for example, on his/her social or emotional development.

### **3c. What is the school's approach to teaching pupils with special educational needs?**

As a school we are committed to ensuring the best possible provision for *all* of our children. The ethos of our school is that all children have needs, of which SEND may or may not play a part. Our expectation in terms of outcomes for pupils with SEND is exactly the same as it is for their peers. We always aim for all of our children to meet or exceed the national expectations for their age group. Some children, however, may have difficulties which make it impossible for them to do so (eg cognitive impairment); where this is the case, our aim will be for those pupils to make the best possible progress in relation to their starting points. Staff are increasingly skilled at identifying the possible barriers to learning which children may have, and responding with appropriate support. The nature of that support varies widely according to each child's needs.

We fully recognise that the onus is on class teachers to do everything they can to remove or minimise (as far as possible) children's barriers to learning. This may involve differentiating tasks, providing and allowing alternate means of recording, changing where a child sits, pre-warning ASD children of changes, pre-teaching vocabulary etc.

We are particularly passionate about ensuring equal access to high quality teaching for all pupils. Our belief is that SEND pupils have just as much right to work with a teacher as their peers have. This means that our Learning Support Assistants work with all pupil groups and not just with SEND children.

Our inclusion policy promotes involvement of all our pupils in all areas of the curriculum including playtime and trips. Risk assessments of the school and outside space are made by the Health and Safety Governors on a termly basis. All clubs and trips are available to all children and are risk assessed to make sure everyone can be included. When necessary 1:1 adult support is given, particularly when attending trips away from the school premises. Our outside space is a wonderful resource which is used for play and

lunchtime as well as lesson times – making full use of the field, woods, pond, trim trail, allotment, sand pit and play equipment.

### **3d. How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

Our school is committed to making reasonable adjustments to ensure that a wide range of special educational needs can be met. Our year teams are each provided with one afternoon out of class per week, at which planning for the coming week is discussed and modified according to the needs of the children within the year group; at these meetings clear expectations for learning are set. It is expected that every child is provided with an appropriate level of support and challenge. Learning objectives are matched to the pupils needs and differentiated to their level of progress. Differentiation is embedded in our curriculum and practice. All pupils have targets for literacy and maths as well as personal targets. Booster support is provided for literacy and maths in small groups. All the teachers and support staff are clear on expectations and are ensuring quality WAVE 1 inclusive teaching.

Where pupils have been assessed by outside agencies, such as Speech and Language Therapy, Occupational Therapy etc, teachers take care to ensure that the recommendations made by these practitioners are implemented, as far as is possible.

### **3e. What additional support for learning is available to pupils with special educational needs?**

Where pupils are identified as having SEN, the school provides for these additional needs in a variety of ways. There are four broad strands of action:

1. Curriculum and teaching methods
2. Grouping for teaching purposes
3. Assessment, planning and review
4. Additional human resources

There is sometimes the expectation that additional help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate support. A more appropriate approach might be to provide different learning materials or special equipment, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness or to undertake staff development and training to introduce more effective strategies.

Decisions regarding the most appropriate provision for a child with SEND are made as part of, or following on from, the discussion which takes place between the class teacher, parent(s)/carer(s) and the child, during the writing and review of the child's SEN Support Arrangements document. As stated in section 3d, our school always takes care to consider the recommendations of outside agency professionals. It is important to remember, however, that a school's human and financial resources are finite and, other than for pupils with an EHCP, the allocation of additional resources is made with due regard to the needs of the whole school population.

### **3f. What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?**

As an inclusive school, it is our intention and hope that all of our pupils with special educational needs have full access to the academic and wider curriculum of the school.

This includes before and after school clubs, participation in trips, participation in sports competitions etc. Where there may be concern regarding, for example, a child's medical limitations, school will liaise closely with parents to try to find a way to enable full participation, if at all possible. Current examples of this are the provision of additional adult support in the playground during break and lunch times, allowing an ASD pupil to choose his lunch first so that more options are available to him, providing a safe place for pupils to go who don't cope with the noise of the playground. Additionally, the school operates a homework club (2 days per week), which is by invitation only. This is for SEND and other vulnerable pupils.

Mrs Sarah Dutton, our Home School link worker, also provides a great deal of additional SEN support, as outlined in section 3g.

### **3g. What support is available for improving the emotional and social development of pupils with special educational needs?**

As a school we fully recognise that a child's emotional and social needs are as important as their academic ones. The school has very high expectations of behaviour and bullying or other intolerant behaviour is regarded as completely unacceptable. All children participate in PSHE (personal, social and health education) lessons, which aim to develop them socially and emotionally.

Our office team manage the administration of medicines and provision of personal care. Some children, for example, have a toileting plan which the office team have compiled in conjunction with the child's parent(s)/carer(s).

Attendance is excellent and non-attendance is rigorously pursued.

The children and staff at The Chandler benefit enormously from the expertise of Mrs Dutton, the school's Home School Link Worker, who has worked in the community with a number of local schools. She is highly skilled in helping to identify, and provide for, children with emotional, social and mental health difficulties, as well as pupils on the autistic spectrum. Mrs Dutton works with a number of children and families on a 1:1 basis as and when they need it and provides a significant support to parents. She also runs a young carers club at lunchtime for certain pupils to attend.

All our pupils are encouraged to talk to members of staff should the need arise. We have a very clear behaviour policy which sets out expectations, rewards and sanctions. All members of staff have high expectations of the children with regards to behaviour and attitudes to learning. Relevant staff are trained to support any medical needs and we have a medical policy in place. We have staff trained to provide pastoral support on a one to one basis. We are extremely lucky to have Mrs Cole, our ELSA (Emotional Literacy Support Assistant), who works with many children across the school in her own 'chill out' yurt which provides a safe quiet haven away from busy school life.

### **4. Who is the school's SENCO (Special Educational Needs Coordinator) and how can I contact them?**

The school's SENCO is Mrs Abi Moore, who is a member of the schools' senior leadership team (SLT). She can be contacted through the school office:

- Telephone: 01428 683071
- Email: [senco@thechandlercofejuniorschool.org.uk](mailto:senco@thechandlercofejuniorschool.org.uk)
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Mrs Moore has day-to-day responsibility for overseeing the operation of the SEN policy

and coordinates the provision made to support individual pupils with SEN. She is supported in her role by Sandra Ebel and Jenny Lucas who are Higher Level Teaching Assistants as well as Jo Bartley (SEN Admin).

**5. What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?**

At The Chandler continued professional development is actively encouraged and planned for. Staff new to the school complete an induction programme (monitored by the School Business Manager) which includes a session with the SENCO. Training in SEN regularly forms a part of staff meetings and whole-school INSET. A small SEN library is maintained in the SENCO's office in order to support staff. The SENCO regularly attends the local authority and Godalming Confederation SENCO network meetings, in order to keep up to date with local and national agendas.

When a child experiences significant difficulties at school, with parental permission, they can be referred for assessment/advice to Surrey's school support services (eg Educational Psychology, Learning and Language Support, Behaviour Support, Race Equality and Minority Support, Physical and Sensory Support), to Social Care and/or to Health (eg Speech and Language Therapy, Occupational Therapy, CAMHS). Referrals are usually made by the SENCO or Home School Link Worker, once parental consent has been obtained. It should be noted, however, that each of these agencies operates its own threshold criteria and school has no control over whether or not the agency will accept and act upon referrals.

All members of staff receive regular training either in house or externally and all our teachers hold qualified teacher status. We have very good relationships with professionals in health and social care and any information given to us by them is included in our provision map. As well as visits from the above services we also consult the outreach team from Freemantles school. Previously we have provided drop-in sessions over two days for our teachers and support staff to meet with our Learning Language Support representative as well as our Behaviour Support representative to discuss how specific pupils across the school can be supported.

**6. How will equipment and facilities to support children with special educational needs be secured?**

The school buildings are all on a single level and there are very few steps. Ramps provide access to the front of the school as well as access through the hall towards the playground and quiet area. The school has electric doors, ramps, disabled toilets and hoists. In some classrooms we have a sound field support system to support pupils with hearing difficulties. Parents of children who have physical difficulties are always allowed to drive onto site to drop off/pick up their children. Our school embraces the equality Act 2012.

Where outside agencies (for example, Occupational Therapy) recommend the provision of physical equipment to support a child with SEND (for example, a sloping board, special writing equipment, a balance cushion), this will be provided by the school from its own budget, as long as the cost is not prohibitive. On the rare occasions that high cost items are recommended, the SENCO and/or Home School Link Worker will liaise with the recommending agency as to the availability of appropriate funding.

**7. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Our school has an open door policy and continually seeks to engage parents in the

education of their children. Parents have a unique knowledge of their children and it is our aim that they are fully involved in any school-based response for their child. Each class has a parent class representative to share information and news. The Chandler news is published to inform parents of forthcoming events and feedback. The school website keeps parents up to date.

Parents of children with SEND are invited to be very actively involved with the construction and review of their child's SEN Support Arrangements. This document clearly sets out the nature of the child's difficulties and outlines what school and parents are going to do to help the child progress towards meeting desired outcomes. SEN Support Arrangements are reviewed termly (October, February and June) by the child's class teacher, in conjunction with the parent(s)/carer(s) and child.

Formal parents' evenings take place in Autumn and Spring terms during which parents and children (together) meet with the child's class teacher to review progress and discuss areas for development, as well as ways in which both home and school can help to support the child's learning.

Our school has a small, but active, PTA who would welcome new members with open arms! In addition, a number of parent volunteers come into school regularly to listen to readers. We also have parent governors who take an active role in the overall running of the school, including financial management and whole school improvement.

#### **8. What are the arrangements for consulting with pupils with special educational needs about, and involving them in, their education?**

At The Chandler we embrace the fact that children have a unique knowledge of themselves. As a first step, children with SEND work with their class teacher to complete a one-page profile, which seeks to capture their views as to their strengths, difficulties, aspirations and how we can best help them. This one-page profile then feeds into the child's SEN Support Arrangements. Children are involved in the writing of their SEN Support Arrangements documentation and in the review meetings they contribute to their own personal outcomes. Pupils with EHCP's attend their annual review where their thoughts and wishes are presented either by themselves or with the support of a teacher or LSA.

#### **9. What are the arrangements made by the governing body relating to the treatment of complaints for parents of pupils with special educational needs concerning the provision made at the school?**

Parents who have complaints with regard to SEN provision are encouraged to discuss their concerns with their child's class teacher in the first instance. If the issue is not resolved to their satisfaction, they should then make an appointment to see the school SENCO. Should parents feel that their concerns have not been adequately dealt with by the class teacher and SENCO, they should then contact the Headteacher. At any point, parents may contact the school's SEN governor, Mrs Liz Langridge, via the school office. The school's Complaints Policy can be found on the school website; paper copies can be requested via the school office.

#### **10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

The school has access to a variety of Education, Health and Social Care agencies, to

which children with special educational needs can be referred, once parental permission has been obtained. Please see section 5.

If requested to do so, Mrs Sarah Dutton, our Home School Link Worker, can also carry out an Early Help Assessment. A full description of the EHA can be found at <http://new.surreycc.gov.uk/social-care-and-health/surrey-children-and-young-peoples-partnership/early-help-for-children-and-families/what-is-early-help/what-is-the-early-help-assessment>. The EHA is used when children and families may need support from a wide range of local agencies.

### **11. Who can I contact if I need further support as a parent of a child with special educational needs?**

In the first instance, please do not hesitate to contact your child's class teacher. If you then need additional help, you are also most welcome to contact the school's SENCO and/or Home School Link Worker. All school personnel can be contacted via the school office (telephone: 01428 683071; email: [office@thehandlercofejuniorschool.org.uk](mailto:office@thehandlercofejuniorschool.org.uk)).

You can also find links to many support services via the local authority's local offer website (see section 13). In particular, parents may wish to contact Surrey SEND Information, Advice and Support Services (SSIASS), who offer free, impartial, confidential and independent information, advice and support to parents/carers of children with special educational needs and disabilities aged 0-25. Their service is statutory and is available to all Surrey parents. SSIASS can be contacted by telephone (01737 737300), email ([SSIASS@surreycc.gov.uk](mailto:SSIASS@surreycc.gov.uk)) or via their website <http://www.surreyparentpartnership.org.uk>.

### **12. What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?**

In the summer term of the academic year preceding the children's entry to our school, the SENCO requests written transfer information from each of our feeder schools, including details of all special educational needs. Depending on the size and profile of the incoming cohort, the SENCO, Home School Link Worker and/or members of the year 3 teaching team may also visit the feeder schools in order to get a clear picture of the level of need. Where incoming pupils are known to have significant needs, their parents are also invited to make an appointment with the SENCO and/or Home School Link Worker. An information meeting is held each July for the parents of all year 2 children who are transferring to The Chandler in the following September.

If feeder schools and/or parents feel that they have one or more pupils who would benefit from making additional visits to The Chandler prior to entry, we are more than happy to accommodate their request. Where children have a Statement of SEN or an EHCP, we always welcome the opportunity to attend their year 2 annual review.

Very similar arrangements exist for our year 6 pupils, who are transferring to secondary school. Written handover forms, completed by the SENCO and/or Home School Link Worker and/or year 6 teaching team, are forwarded to all relevant secondary schools in the summer term prior to transfer. All year 6 pupils participate in classroom sessions, during the summer term, focusing on preparing for transition, and spend at least one day in their new schools. When considered necessary to ensure a successful transition, the SENCO will also arrange for SEN and/or other vulnerable pupils to make additional visits to their new secondary school accompanied by staff from The Chandler.



### **13. Where can I find the local authority's local offer?**

In addition to what we, as a school, are able to offer our pupils with special educational needs, the local authority has also published its 'local offer' online at <https://www.surreysendlo.co.uk>. This website contains a great deal of information about services (mainly in Surrey) relating to special educational needs, disabilities, Education, Social Care, Health and more.