



## **CHORLEY NEW ROAD PRIMARY ACADEMY** **Special Educational Needs Information Report**

At Chorley New Road Primary Academy we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Needs Co-ordinator (SENCO) is: **Mrs Ashton-Ross**

### **Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).**

Our SENCOs are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

At Chorley New Road the SENCO will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Managing Teaching Assistants;
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
  - Ensure the school keeps the records of all pupils with SEN up to date
- Liaising with the dedicated teacher in early years, the early years lead for early identification and needs analysis

We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters, do not hesitate to contact us:

Email: [Ashton-RossA@cnr.bolton.sch.uk](mailto:Ashton-RossA@cnr.bolton.sch.uk)

or [office@cnr.bolton.sch.uk](mailto:office@cnr.bolton.sch.uk)

**Phone- 01204 337046 please ask for Mrs Ashton-Ross (SENCO)**

### **SEN Provision**

Our school currently provides additional and/or adapted provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Using a **graduated approach** and intervention we will then decide if they meet the criteria for SEN and follow a **plan, do and review process**.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something adapted or additional is needed. This will be reviewed each term.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are – these will be documented on an early help form

We will formally notify parents when it is decided that a pupil will receive SEN support and have personalized plans written and reviewed termly.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **What is the Local Offer?**

• The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.” **What will it do?**

The Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

### **Link to the local authority Local offer**

<https://www.bolton.gov.uk/sendlocaloffer/>

**There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child’s needs**

**Below are Chorley New Road Primary School’s responses to these questions (our offer).**

### **1. How does Chorley New Road Primary Academy know if children need extra help?**

We know when pupils need help if

- a). concerns are raised by parents/carers, teachers or the child
- b). limited progress is being made
- c). there is a change in the pupil’s behaviour or progress

### **2. What should I do if I think my child may have special educational needs?**

The class teacher is the initial point of contact for responding to parental concerns.  
If you have further concerns then contact Mrs Ashton-Ross(see details above).

### **3. How will I know how Chorley New Road Primary Academy will support my child?**

Each pupil’s education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil’s individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths, reading and writing skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the class intervention proforma (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO. Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head Teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Behaviour Support Team, Speech and Language Therapist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

### **4. How will the curriculum be matched to my child’s needs?**

When a pupil has been identified with special needs their provision will be adapted by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If a child has been identified as having a special need, they will be given a personalised plan or behaviour plan. Targets will be set according to their area of need. These will be monitored and reviewed by the class teacher weekly and formally by the child, parents and SENCO three times per year. Plans will be discussed with parents at Parents' Evenings and at other times during the year.

If appropriate, specialist equipment may be given to the pupil e.g. pencil grips, twiddle toys (stress relief toys) or easy to use scissors.

### **5. How will I know how my child is doing?**

You will be able to discuss your child's progress at Parents' Evenings. Your child's class teacher will also be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office. These will be documented using an early help form.

### **6. How will you help me to support my child's learning?**

The class teacher may suggest ways of how you can support your child. Mrs Ashton-Ross may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs at this point an early help form will be completed to engage the support of an outside agency. If outside agencies or the Educational Psychologist/Speech and Language Therapist have been involved suggestions and programmes of study are normally provided that can be used at home.

### **7. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: Members of staff such as the Class Teacher and Learning Assistants, the school Safeguarding Officer and SENCO's are readily available for pupils who wish to discuss issues and concerns.

### **8. Pupils with medical needs**

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Staff receive epi-pen and asthma training on a yearly basis delivered by the school nurse.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. There are trained first aid staff in school at all times.

### **9. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their specialised expertise. At this point there will be a meeting with the SENCO or learning mentor to complete an Early help form to engage the help of outside agencies. The agencies used by the school include:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Attendance Officer
- Inclusion Team - Behaviour support
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)

- Community Paediatricians
- School Nurse
- Urban Outreach
- BSCIP
- Ladywood Outreach

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally discussed at the School Planning Meeting which takes place at the beginning of each new term and involve the school SENCO's and, where appropriate, other professionals. The aim of each Planning Meeting is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

10. **What training are the staff supporting children and young people with SEND had or are having?**

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and coordination needs.

Mrs Ashton-Ross has achieved the 'National Award for Special Educational Needs Co- ordination' qualification.

In addition, some of our Level 3 Learning Assistants have undergone specialist training in: Play Therapy, Sign-a-long, Therapeutic Interventions such as Lego Therapy and Dyslexia Training.

A number of staff are also trained in dealing with pupils who have social and emotional health needs.

11. **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to and accessible by all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

12. **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

A disabled lift and toilets adapted for disabled users. There are also wider doors in some parts of the building.

**How will the school prepare and support my child when joining Chorley New Road Primary Academy or transferring to a new school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

Discussions between the previous or receiving schools prior to the pupil joining/leaving. All pupils attend a pre visit/transition session where they spend some time with their new class teacher. Additional visits are also arranged for pupils who need extra time in their new school. Mrs Ashton-Ross is always willing to meet parents/carers prior to their child joining the school.

Secondary school staff visit pupils prior to them joining their new school. Mrs Ashton-Ross as well as class teachers, liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Ashton-Ross class teacher, the secondary school SENCO, the parents/carers and where appropriate the pupil.

13. **How are the school's resources allocated and matched to children's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

14. **How is the decision made about how much support my child will receive?**

These decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

15. **How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through discussions with the class teacher, during parent's evenings, during discussions with Mrs Ashton-Ross or other professionals. Parents are encouraged to comment on their child's personalised plans.

16. **Who can I contact for further information?**

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO's or Head Teacher

We hope we have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Mrs Ashton-Ross

SENCO

Miss Burrows

Head teacher

