



Chinley Primary School's local offer for parents of children with SEND.

Reviewed October 2020 by Jan Glover (accredited SENCo – university of Northampton) in conjunction with Jeanette Leston-Jones (DSEN governor), Chinley Primary School staff and parents of children with DSEN.

The Children and Families Act 2014.

The children and families act is all about reforming services for vulnerable children, reflecting the Government's determination to give every child, whatever their start in life an equal chance to be the best that they can be.

The Children and Families Act 2014 (which came into force on September 1st 2014) will extend the Special Educational Needs system from birth to 25, giving children, young adults and their parents greater control and choice in decisions and ensuring their needs are properly met. This Act moves forward from the reform programme set out in *Support and aspiration: a new approach to special educational needs and disability: progress and next steps* by –

- ✿ Replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan
- ✿ Improving cooperation between all the services that support children and their families –in particular insisting that local authorities and health authorities work together for the good of the child or young adult.
- ✿ Requiring local authorities to involve children and young adults as well as their parents in reviewing and developing their individualised provision and support
- ✿ Requiring local authorities to publish a 'local offer' of support.

The following constitutes Chinley Primary School's local offer of DSEN support for your child.

DEFINITIONS OF DSEN

A child or young person has DSEN if they:

- ✿ Have a learning difficulty or disability which calls for special educational provision to be made for them which is **additional to and different from** the rest of their peers .
- ✿ Have a significantly greater difficulty in learning than the majority of others of the same age in England
- ✿ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

4 areas of DSEN

Special educational needs and provision can be considered as falling under four broad areas:

- ✿ Communication and interaction
- ✿ Cognition and learning
- ✿ Social, mental and emotional health
- ✿ Sensory and/or physical impairments

Chinley Primary Schools' reply to frequently asked questions by parents of children with DSEN:

How do the staff at Chinley Primary School decide whether my child has Special Educational Needs?

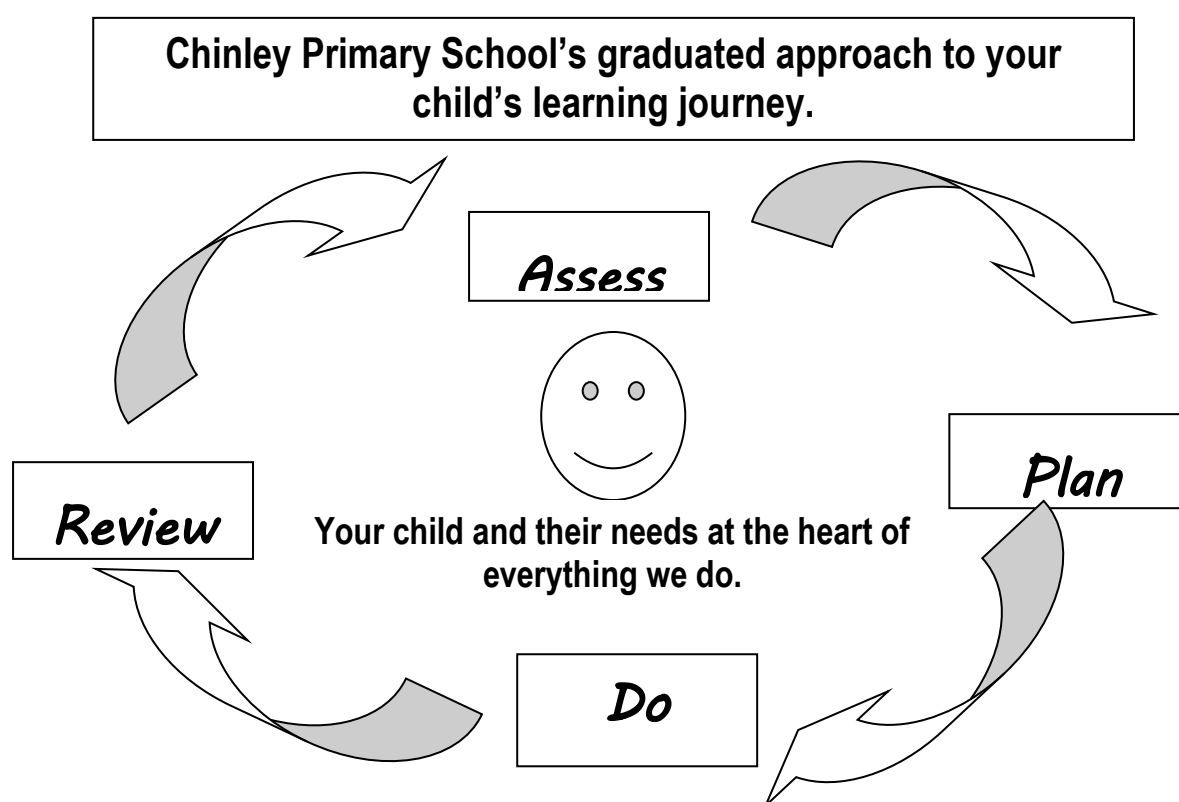
Your child's educational journey through Chinley Primary School falls into 3 phases: Early Years Foundation Stage- (3-5years old), Key Stage 1-(5-7 years old) and Key Stage 2-(7-11 years old). On entry to school, either at EYFS or at any point in the primary years, your child's class teacher will conduct a baseline assessment of their academic, social and emotional abilities. Their results will be measured against and compared to those of their peers at Chinley School, other children of the same age locally and others of the same age nationally. If, in comparison, they are found to be at risk of or even suffering from, significant delay then the school's Special Educational Needs coordinator, Jan Glover and your child's class teacher, will speak with you and agree a plan of actions and interventions to support your child and allow them to achieve the best they can.

During their time at Chinley School your child will be assessed informally via observations, discussions, group tasks and more formally via weekly and termly tasks and tests. The results of these assessments will also be used to judge your child's performance against their own prior learning and the achievements of their peers. The assessments allow us, as a school, to see when and where any gaps may appear in your child's learning and help highlight areas of Special Educational Need. Again Jan Glover (SENCo) and your child's class teacher will contact you and help design a programme of interventions to support your child in achieving the best they can.

What will Chinley Primary School do to support my child's learning?

At Chinley Primary School we are very proud of our inclusive ethos, where every member of our school community is treated with respect and where differences and talents are celebrated. All children's needs are best met through high quality teaching delivered within a calm, caring and supportive environment by our skilled classroom teachers alongside our highly trained teaching assistants using appropriate resources and a range of teaching styles. Where necessary an individual programme of support and intervention for your child will be drawn up by Jan Glover (SENCo), your child's class teacher with, we hope, input from you and your child as you know your child so very well and some intervention programmes will require your child rehearsing skills at home with you. This plan can include any of the interventions shown on the Provision Map –and may also include input from outside agencies and services with whom we have close working relationships.(See DSEN policy)

At Chinley Primary School we have a graduated approach to teaching all our children. That is, we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential special educational need has been identified, this process will become increasingly personalised as it responds to a growing understanding of your child's barriers to and gaps in learning. It is a cyclical process allowing staff at Chinley Primary School to continually reflect upon their approach to meeting your child's needs, engage fully with you –the parents and your child – in order to ensure a deeper understanding of approaches and interventions which will enable good progress and good outcomes for your child.



How will the curriculum at Chinley Primary School be matched to meet my child's needs?

Each class at Chinley Primary School is made up of mixed-ability, same age teaching groups. Lessons are differentiated appropriately to provide the correct level of challenge for each pupil by highly skilled teachers who use a range of teaching and AFL techniques to engage and assess learners.

Our graduated approach to every child's learning journey and your child's educational plan will be used to inform next steps of learning and the class teacher will deliver well planned and prepared lessons to rehearse and develop your child's skills.

On-going formative and summative assessments will allow each class teacher to adapt their plans according to the progress your child makes within and between lessons. The results of any assessment are analysed by the class teacher as well as the subject leader, SENCo and Headteacher in order to allow a targetted approach to those children who are underperforming.

Your child's progress will be tracked against their targets and this may lead to them being withdrawn from lessons for a short, intensive intervention delivered by a highly skilled, subject specialist, teacher or teaching assistant. Such interventions are delivered to boost your child's skills, knowledge and performance and allow them to participate more fully in the day to day lessons in their classroom.

Chinley Primary School is an inclusive school and will make reasonable adjustments to both the learning environment and the curriculum to better suit your child's needs. (See DSEN policy and accessibility plan) This may be something as simple as increasing the font on all worksheets provided to your child or as large as installing blinds in a classroom to limit the amount of glare on the IWB screen.

Please let us know if your child encounters any problems or you feel that your child has needs that are not being catered for.

How will the school and I know how well my child is doing?

All pupils:

In the first two weeks of the autumn term parents are invited to 'Meet the teacher' evenings where the curriculum for the class is explained as are the expectations for the class for the year. You will be given aides and ideas as to how best to support your child at home and information regarding routines etc.

Parents will be invited to 2 parent evenings each year –one in the autumn after the class teacher has had chance to start to get to know your child, and completed their baseline assessments and again in the spring, when the class teacher will be able to discuss progress made so far and the strategies which will be used to further their development during the remainder of the academic year. You will receive a final report in the summer term which shows your child's progress in each subject of the curriculum and their attitude to learning in general.

Children with DSEN or targetted children:

If your child has Special Educational Needs or other circumstances which make them vulnerable to under achievement then they are closely monitored by not only the class teacher and head teacher but also the SENCo and subject leaders. These children will have an Individual Educational Plan, Individual Behaviour Plan, GRIP or an Education and Health Care Plan and you and they will be invited to review their progress against the targets set out in their plan and help decide their next steps targets every 10-12 weeks. This is to allow us time to complete a 10 week intervention and assess its impact upon your child in order to decide whether to continue with that intervention or try a new approach (see graduated approach model above).

Children with GRIP and EHC plans and their parents will also be invited to an annual review meeting with all agencies involved in supporting your child's health, education and welfare.

At all times:

Most often your child's class teacher will keep you informed informally of your child's progress, significant steps as and when they occur –they may chat to you at 'pick-up' time on the yard or write in your child's reading or homework diary however Chinley Primary School operates an open-door policy. This means your child's class teacher is available to speak with you everyday –you may need to pre-book a convenient time – however most usually they are on the school yard before and after school and at the end of the phone after school each day. You also have the dedicated class e-mail which can be used to pose a question or ask for an appointment. Any thoughts, worries or problems which can not wait could also be discussed with the SENCo or Headteacher in the absence of your child's class teacher –they too are able to be contacted either in person or via the school office – 01663 750367.

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

At Chinley Primary School we strive to ensure that all children, regardless of their individual needs – or because of them – have access to the full range of educational opportunities and activities. We comply with all legislation in respect of accessibility

- *The Equality Act. (2010) & advice for schools DfE Feb 2013*
- *SEND code of Practice 0-25 2015*
- *Supporting Pupils at School with Medical Conditions. DfE (2017)*
- *The New National Curriculum In England. Sept 2014*
- *Working Together to Safeguard Children. DfE(2019)*
- *Accessibility Plan*
- *Keeping children safe in education (2020)*
- *Teachers Standards 2012*
- *Reasonable adjustments for disabled pupils. (2012)*
- *Chinley Primary School's policy for DSEN 2020 created by Jan Glover in liaison with Jeanette Leston-Jones (DSEN Governor), all staff and parents of pupils with DSEN.*

All residential trips are planned alongside DCC accredited providers and in the event that reasonable adjustments need to be made for your child this will be done so sensitively by school staff, centre staff and in consultation with you.

Day trips are planned and risk assessed by class teachers, the Educational Visits Co-ordinator and the Headteacher. Where adjustments need to be made to the staffing levels or itinerary they will be done so sensitively in consultation with you and your child.

Intra and extra curricular activities will be well thought out, carefully planned and aim to include all children. Where planning shows that your child will need support to attend/take-part then everything possible will put into place to make this so. Where it becomes impossible and your child needs to be exempt from the activity/exercise then they will be offered a similar activity within the confines of the school or local environment supervised by a well-known member of staff to ensure they have the opportunity to develop the same skills and knowledge as their peers.

The Educational Visits Coordinator is Peter Lambert and he, along with the class teacher and SENCo, monitors all potential visits to ensure suitability and equality.

The whole team at Chinley Primary School identifies opportunities to promote our duties on equality across all aspects of school life including school trips and experiences where reasonable adjustments might need to be made for your child. Please see our timetable of extra-curricular activities and the school calendar for intra-curricular activities, found on the school website, which you child may wish to access
Please discuss any concerns you have with us so that we can plan for inclusion. Please refer to our equality policy –found on the website or obtained from the school office.

What support will there be for my child's overall well-being?

At Chinley Primary School each class has, not only a fully qualified and carefully chosen class teacher, but also a suitably qualified and experienced teaching and learning assistant (TLA) at least every morning. Your child, depending upon their level of educational need and support, will also access other experienced, specialist teachers and TLAs in order for their individual needs to be fully met.

Alongside meeting their educational needs is our determination to ensure that their social and emotional development continues to progress in order to allow them to feel confident in their ever-increasing abilities and their social standing within school. To this end we operate a 'buddy' system in school. Children entering the Reception class are buddied with a child in Year 6 (our oldest children). This buddy will give your child a passport telling them about themselves, their likes and also a photo. The buddy will meet your child every day before play and ensure they have someone of their own age to play with, instigate games and generally be a 'friend' on the playground. At lunchtime they will also take your child to lunch and sit with them, helping to cut food and settle into school routines for the first few weeks. For children entering school not in reception class they will be found a buddy within their class and also, if needed further up school.

We have trained our TLAs to deliver the Positive Play Programme. Positive Play is time for your child to spend with one of our fully trained and experienced TLAs in a cosy corner of the school and discuss their pastoral needs. This time may be used to develop social stories – cartoon like images of an incident such as a playtime fall-out or name calling. Your child will be encouraged to re-tell the event as they see it whilst the adult draws the story. Then they are encouraged to reflect upon their actions and see where a change in approach, action or words would have changed the whole scenario from a negative to a positive experience for all.

Your child may also work on their self-confidence by creating objects and crafts to share with their class and you, by keeping an 'All about me book' where they record their achievements –however small –and reflect on their own learning journey in a positive, supported setting. It may be a time to just talk –for some children in school there never seems to be enough access to an adult and so Positive Play can allow them to continue access to a 'key worker' well beyond the EYFS. This is someone who they know is there for them to seek when they are overwhelmed by the general day-to-day life of school.

Positive Play is delivered on a one to one basis and is not suitable for all children and their needs. Your child may experience issues around sharing, turn taking etc and so

they will have access to a nurture group. Nurture groups are mainly led by our TLAs and Headteacher and involve groups of up to 6 children. Your child may play dice and board games, create rag rugs or bake. All are activities which promote social skills, self-confidence and an ability to share resources and conversation.

It may be realised that your child learns best out of the classroom and so in Early Years and Key Stage 1 we have one session per week dedicated to outdoor challenges such as den building, nest making, tree identification. All great learning opportunities delivered in a very different way. There will be many other times when EY and KS1 children go outdoors to learn across a range of curricular subjects however this is one dedicated –all weather –session per week.

Throughout Key Stage 2 outdoor learning continues across a range of subjects and we also offer gardening groups and clubs. The gardening club takes place in curricular time and your child will help develop the garden areas, grow edible fruits and veg and share their results with their peers.

KS2 children also have the opportunity to learn to swim and learn to play a musical instrument during curriculum time. Both are super developers of self-confidence and self-esteem.

Should your child have a medical need all staff at Chinley School hold a valid workplace first aid certificate and at least 3 members of staff hold a paediatric first aid certificate. Clare Marsland (LTA) and Fiona Robb (Bursar) co-ordinate the administration of medicines and the date check of all medicines stored at school. They inform class teachers of who in their class has a medical need, what that need is and what responsibilities the staff have toward the child in their care. They also hold interviews with parents to help develop a Health Care Plan for individuals, noting triggers and signs that a child requires their medication or parents need to be called to school. Clare and Fiona store all medicines safely –each class has a medical box where they hold day to day medicines such as inhalers, in named plastic bags with the administration instructions for that child. Prescribed medicines or pain relief, anti-histamines etc are stored in a locked cabinet or a locked fridge along with the administration instructions and a check sheet to show staff and parents when medicine was last administered, at what dose and by whom. Recently we have installed a defibrillator within the school grounds, to be used by any member of the local community in emergency situations.

If your child has a toileting issue you will be asked to complete an interview with Lyn, Vikki, Clare, Jan or Fiona to ascertain the level of input need by staff and the resources needed to help your child become self-sufficient, as far as possible. You would also be asked to read and agree with our **intimate care policy** and would be encouraged to be as involved as possible with the move towards greater independence.

You and your child will, at all times, be involved in any discussions and decisions towards increasing their independence, self-esteem and social and emotional skills. Your child will be given a 'voice' within school and a named contact to seek when necessary –most usually their class teacher or TLA.

What specialist services and expertise are available at or accessed by Chinley Primary School?

In caring for and educating your child we recognise the need to work in partnership with you and a range of other services that can support your child's learning journey. Jan Glover (Accredited SENCo) and all staff who support your child at Chinley have close working partnerships with the following teams and specialists:-

- ✳ *Derbyshire Parent Partnership*
- ✳ *The Buxton Specialist Support Service for children with Special Educational Needs*
- ✳ *Derbyshire Educational Psychologist Service*
- ✳ *Child and Adolescent Mental Health Service (CAMHS)*
- ✳ *NHS Speech and language therapists (SALT)*
- ✳ *The school nurse based at Thornbrook Rd, Chapel-en-le-Frith*
- ✳ *DCC link teacher for children with Visual Impairment*
- ✳ *NHS physical impairment team – including physiotherapists*
- ✳ *Positive Play support workers and training advisors*
- ✳ *Autism outreach*
- ✳ *Derbyshire police service*
- ✳ *Social services*
- ✳ *Blythe House counselling services*
- ✳ *The 'Safe Speak' team*
- ✳ *Health visitors*
- ✳ *One to One tutors for both numeracy and literacy*
- ✳ *Phonic teaching specialist*
- ✳ *Peak School*
- ✳ *Advanced Specialist Teacher for behaviour*
- ✳ *A range of community and voluntary sector agencies*
- ✳ *DCC local offer – <http://localoffer.derbyshire.gov.uk/>*

Alongside these agencies we have developed robust training and staff development opportunities to further enable staff to support children with DSEN.

Should your child present an EHC plan outlining needs with which we, as a team, are not familiar Jan Glover would draw on support from any of the above in order to prepare ourselves and the school to provide the best curriculum, environment and opportunity we can to support them in achieving the best they can. At present we have timetabled INSET opportunities for the staff to update their medication administration practice and procedures. We hold TLA meetings once per half term, discussing items such as intervention programmes, nurture group activities and Positive Play resources and actions. Jan Glover attended the DCC SENCo conference and has regular electronic communication with NASEN.

How accessible is the school for my child?

Chinley Primary School has easy access to all classrooms as it is mainly built at ground floor level. Where there are steps or stairs within school from one area to another e.g. between classes 2 and 4 and the hall, there is an alternative route through a different classroom and along a ramp. This means that there is the capacity for wheelchair bound pupils to complete their learning journey at Chinley with reasonable adjustments being made, such as certain classrooms being used for the majority of their time here and teachers moving their resources each summer or small ramps being added to overcome floor height differences. The recent removal of external classrooms and replacement with accessible learning areas, bathrooms and therapy rooms has greatly enhanced our offer to less mobile pupils and staff of all ages.

All classroom equipment and playtime/PE resources are purchased with an eye on inclusion which means that an audit of resources is kept and all staff can access all resources ensuring the most appropriate style and size for individual children in their class. It may be your child needs a calculator with large buttons or a large display whereas their classmates use smaller units. The TLA would look in the resources folder to find which class has large calculators and would use this with your child as and when necessary.

There is one accessible bathroom which includes showering facilities should the need arise. Alongside this is another accessible bathroom in the newer part of school.

Blinds have recently been purchased to prevent glare on IWB screens and coloured overlays are available to allow clarity of reading materials.

A designated disabled parking bay has been created near to the newly constructed entrance to the extended school building.

We offer parents and children copies of e-mails as letters and handouts in increased font size, preferred font and on preferred coloured paper. We also offer to read any and all letters and mailings to parents who have difficulty reading or understanding school correspondence and will refer anyone who requests us to do so to the parent partnership support with non-educational/school based issues.

Further details can be found on the Accessibility plan which is available on our website or via a hard copy from the school office. Please let us know if you or your child encounters any problems or you feel that your child is not being catered for.

How will the school prepare and support my child to join the school or transfer to a new school or setting?

Prior to your child starting at Chinley Primary School, every effort will be made for Jan Glover and/or the class teacher to visit their current setting, school or placement and discuss with their teacher, key worker, specialist health or education worker their current individual educational/behavioural plan, GRIP or EHC plan. From this initial meeting will follow others where the class teacher and Jan Glover make themselves familiar to your child and to you, their parent. In discussions with you a transition programme will be developed in order to allow your child taster sessions at Chinley School in order to become familiar with the layout, staff and pupils. These transition sessions will also allow staff at Chinley to better prepare the environment, curriculum or timetable to best suit your child's needs.

As stated earlier, a child who joins us in reception class will have a buddy from Year 6 who will help them to settle into the routines of school such as playtimes and lunchtimes, making new friends and dealing with the complexities of coat buttons, zips, gloves and boots. In class the TLA and the class teacher will ensure that your child has a talking partner, a work partner and work group, is included in all activities and events as far as is possible and that reasonable adjustments are made to ensure their individual programme is planned, assessed, delivered by whichever specialist is most appropriate and regularly reviewed in discussion with you and your child. This is also true for a child entering school at any time after the reception class, although now their buddy will be class based and they will also automatically access a nurture group once per week with others from their class group in order to develop friendships more easily.

For a vulnerable child leaving Chinley Primary School to attend a local secondary school we have a similar system. Jan Glover (SENCo) has developed a transition passport and has forged links with local secondary schools in order to allow for more regular transition sessions to occur in the year leading up to their transfer from Chinley primary to secondary school. Your child will be given their passport and will be taken by the TLA to the secondary school you intend for them to attend in Year 7. The first visit will be to meet the SENCo at the secondary school and if possible the head of year 7, to spend some time in the morning looking at classes and observing a break time. They will also take a camera and be able to take images of parts of the building and play areas. These photos will be used to tell their classmates all about their trip and to allow them the status of 'fact finder' so their classmates can ask them to look out for certain things on their next visit –what are the toilets like? What do they get for lunch? etc The next visit will usually be for them to sit at the back of a lesson and to stay for lunch eaten in the cafeteria with the TLA sitting and chatting with them, introducing them to former Chinley Primary pupils. Depending upon how your child now feels about transition they will either visit once again with the rest of their peers or have more individual visits to answer questions they have in their passport. Meanwhile and behind the scenes the secondary school SENCo, Jan Glover and your child's class teacher will discuss progress made so far and ideas for future targets. You and your child will be invited to share these meetings and add to the individual programme being tailored to best suit your child's needs.

For vulnerable pupils leaving Chinley Primary School to attend another primary school wherever possible the same transition arrangements will be made as for a child going to secondary school time and distance dependent.

Page 12

How can I get involved in the school and who can I contact for further information?

Parents are always welcome at Chinley Primary School. We see your child's journey through our school as a three-way partnership between you, your child and us all interdependent and all working together. The parent meetings outlined above are information evenings and meetings which will tell you about your child's routines and progress through school. These meetings and the plans drawn up from them will include things for you to rehearse at home and will involve you in helping your child achieve the best they can. Alongside this we welcome any parent who would like to help in any way in school however big or small frequent or occasional. There are always readers to hear, papers to laminate, gardens to weed, cakes to bake and so much more!

We have a healthy PTA and all parents are automatically members you just need to volunteer to help at an event or function (information and dates are on the PTA page of the school website).

For further information please contact the school office on 01663 750367 and ask to speak to Mr. Peter Lambert the Headteacher or Mrs. Jan Glover SENCo. You may also wish to look at the Derbyshire offer for DSEN which will be found at <http://localoffer.derbyshire.gov.uk/>

What if I am unhappy about the provision for or treatment of my child with regard for their disability and/or special need?

There is a complaints policy on our website which outlines how to make a complaint and what steps the school and governors would take when dealing with your complaint. However, it is hoped that any worries or questions you may have with regard to the education of your child would be addressed, in the first instance, to their class teacher, SENCo (Jan Glover) or head teacher (Mr. Peter Lambert). This would allow school to work with you in supporting your child on their educational journey.