
	SUAT Policy	SEND Information Report					
	LGCS Appendix	SEND Provision at Charnwood					
	Approved by	LAC	Issue Date	April 2022	Review Date	April 2023	

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Charnwood Primary Academy SEN Information Report is written with due regard to the Children and Families Act, published in June 2014. The revised Special Educational Needs and Disability Code of Practice: 0-25 years (2014) is the statutory guidance that has been published to exemplify statutory duties that bodies such as local authorities, governing bodies of schools, NHS Trusts and Clinical Commissioning Groups must comply with to ensure that the needs of children and young people with special educational needs and disabilities are met. Schools must also comply with the Equality Act (2010) when making provision for all learners.

From September 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Staffordshire LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector. Latest information about Staffordshire's local offer can be accessed at:



<http://www.staffordshirecares.info/pages/my-disability/children-additionalneeds/sendreforms/Local Offer/local-offer.aspx>

Aims of provision at Charnwood Primary Academy

Charnwood's core moral purpose is encapsulated in the vision statement for the Academy: Inspire...Nurture...Achieve.

Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our academy. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential.

At Charnwood Primary Academy, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

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Charnwood Primary Academy's SEN Information Report should be read in conjunction with the following:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Equal Opportunities including Race Equality Policy
- Learning and Teaching Policy
- Safeguarding Policy

Definition: Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them

Our Special Educational Needs Information Report reflects our SEND policy.

Admission

The current arrangements for the admission of children with identified special needs provide for parents/carers to be invited into academy to discuss how best Charnwood Primary Academy can meet those needs.

If the number of applications for admission to the academy exceeds the academy's Published Admission Number, places are allocated first to those pupils whose statutory statement of special educational need or Education, Health and Care Plan names the academy as the most appropriate mainstream academy that meets the learner's needs. Please refer to Charnwood Primary Academy's Admissions policy for further details of admission arrangements and procedures.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the academy.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the academy alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Children and young person's autism team, Community Paediatrician, Malachi and AOT.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in our academy where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through academy by wider opportunities such as school council, residential visits, and playground buddies in the playground.

Parents' first point of contact: Class teacher or SEN/Inclusion leader: Amy Stafford

Academy Information Report



How will the staff at Charnwood Primary Academy know if my child needs extra help?

- Your child may be falling behind in their learning.
- There may be changes in their behaviour in class.
- There may be external agencies involved.
- They may come into mainstream school already with an IEP/CSP or ISP or an Education, Health and Care Plan (EHCP) or existing parental concerns.
- There will be discussions with you, the parents or carers.
- There will be discussions with your child him/herself/themselves.

What should I do if I think my child is experiencing difficulties with learning, or might have a Special Educational Need or Disability (SEND)?

- First of all, talk to your child's class teacher.
- Make an appointment to speak to the Special Educational Needs Co-ordinator (SENCo.)
- Depending on your child's specific needs, you may wish to talk to your G.P.

How will Charnwood Primary Academy support my child with their difficulties?

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- The class teacher, supported by the SENCo, will take account of your child's needs when planning and will find the right approach, support and resources. There will be discussion with you as parent.
- They may arrange for a Teaching Assistant (TA) support within a group or on a one-to-one basis for some tasks in class or for particular interventions.
- Depending on the nature of the difficulty your child is facing they may be given an Individual Support Plan (ISP).
- Depending on the nature of the difficulty your child is facing they may be included on the academy's Special Needs register.
- Where required, support and advice is sought from external experts to ensure barriers to success are identified and responded to e.g. Behaviour support, Autism Outreach Team, Speech and Language Team, Occupational Therapy, Child and Adult Mental Health Service, Health. We may also call for advice from the SEND and Inclusion hub.
- A referral to the Educational Psychology Service for advice or assessment may be made.
- Support given will be recorded on the class provision map and possibly your child's Individual Support Plan (ISP) or Classroom Support Plan (CSP)

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

- All children will be working towards the same objective, but with varying support or resources. This is called scaffolding and allows all children to access the a broad and balanced curriculum.
- Whole Academy policies (e.g. English and Maths) are evaluated annually to ensure they measurably increase both the inclusion and progress of pupils with SEND.
- We monitor the curriculum to ensure that there are no physical, environmental or language barriers that prevent access.
- We reduce barriers to learning by ensuring we have the right resources, visual, auditory or concrete learning prompts, visual timetables, colour overlays (for dyslexia), now and next boards, slanted desk support, pencil grips etc. Where appropriate we offer adult support for particular learning activities.

What is available to support and develop my child's overall wellbeing?

- All our staff members believe in developing children's self-esteem and our Academy values reflect this. Mental health is a priority within our curriculum. SENCO and Mental health lead work closely together to ensure the mental health needs of all in school are met in a timely manner.
- Teaching assistants are effectively deployed to ensure pupil progress, independence and best value for money.
- There will be resources specifically chosen to aid and support learning.
- The Academy regards pastoral care for all its pupils as a priority.
- Nurture groups or social groups are held for children who need a little extra boost to improve confidence, self-esteem or social skills for a short while. These will usually be held with other peers and based on Edukit data, insight tracker and discussions with class teachers and parents.

- Behaviour policy is evaluated annually for the impact it has on the inclusion of pupils with SEND. The behaviour policy identifies reasonable adjustments to ensure the need for pupil exclusion is very rare and well below national levels.

The Academy ethos is one where all pupils are valued and their diverse abilities equally celebrated.

Sanctions are based on restorative justice principles and result in pupils making more positive decisions about behavioural choices. There is a clear 5 step program for both rewards and sanctions. Trackit lights is used in all classrooms to promote this

- Pupil voice e.g. school council, leads to changes in academy policies and procedures and therefore greater autonomy.
- Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, nut allergies, diabetes.
- All staff understand the medicine administration policy and receive medical training where appropriate e.g. EpiPen training and diabetes training.
- Care plans are put in place when needed and these are shared with all staff members including lunch time staff.

How will I know how well my child is doing and how I can help them at home?



- Meetings will take place between parents and the class teachers or SENCo.
- Any Individual Support Plans (ISP) and Classroom support plans (csp) are reviewed and created at least once per term for children who are entered on the academy's register of Special Educational Needs.
- Reports following referral observations will be shared with parents.
- The ISP sets targets that are specific, measurable, achievable, realistic and timed (S.M.A.R.T.) and these are shared with you and your child.
- The ISP can help at home by providing you with helpful suggestions as to your role.
- Where an ISP is not required, feedback to parents about progress takes place through parents' evenings, annual reports, or informal contacts.

How will Charnwood Primary Academy know how well my child is doing?

- Access to teaching and learning for pupils who have encountered difficulties or have a special need is monitored through data tracking, work scrutiny, classroom observation, learning walks, pupil surveys and parental feedback.
- Teachers monitor your child's progress especially in relation to priority areas, and regular assessments are carried out matched to national and age-related expectations.
- The ISP/CSP are reviewed at least once each term.
- Reading, spelling and maths for some children are assessed using standardised tests to give a reading age, spelling age etc and standardised score to help measure progress.
- Children who are not making expected progress are picked up through pupil progress meetings or from the assess, plan, do review cycle.
- This may lead to adjustments to their ISP and to the support they receive.

How are EAL pupils supported?

- Interpreters for parents during consultation evenings.
- Peer support with interpretation.

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

- Our SENCo is Mrs Amy Stafford. She is a fully qualified and very experienced teacher and has The National Award for SENCos.
- All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.
- The SENCo provides advice and guidance to staff that has a measurable impact on outcomes has on the needs of pupils with SEND.
- Our Teaching assistants also receive continuing professional development and support from class teachers and the SENCo. Professional development opportunities for teachers and teaching assistants have included: Intervention training, Precision teaching training, Direct instruction training, Reading/ Spelling support training, nurture group training.
- We work closely with external agencies, relevant to each individual child's needs. These currently include, paediatricians, speech and language therapists, occupational therapists, educational psychologists, autism outreach team, GPs, school nurse, family support and other social services.

How are children with SEND included in activities outside of the classroom, including school trips?

- All of our children are encouraged to join in, welcomed on and included in all activities including after school clubs whatever their needs.
- Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1
- Parents are encouraged and welcome to help on school trips to support their children.

How accessible is the school environment?

- The school is all one level therefore is accessible to all, with a disabled toilet and fire exits.

Who will I speak to if I am worried about how my child is progressing? •

- First, speak to your child's class teacher.
- Make an appointment to meet the SENCo.
- Parents are always welcome to have a meeting with the head teacher to discuss any further concerns.

How will Charnwood Primary Academy prepare and support my child when joining the school or transferring to a new school?

Joining our school

- Teachers and SENCo support the transition from pre-school to mainstream education.
- Home visits support your child meeting the teacher ahead of the new school year.

- There is an open evening and parent meeting in the summer term before the September start.
- Transition meetings between the Pre-school teacher, parents and school SENCo in the summer term are held.
- New parents and children invited to settling in sessions during summer term.
- Preschool children integrating with reception class during summer term.
- Visits to other preschool settings.
- Early Years SENCO meetings.

Reception to KS1

- Regular transition sessions during summer term.
- Staff discussions/ handover.
- Transition mornings.

Moving to Secondary School

- Newsletters will inform parents of open evenings, etc. to be held at all local secondary schools.
- In the summer term, meetings are held between the SENCo and the SENCOs of the secondary schools to make sure that all relevant information is passed on.
- The SENCo may join parents at their meeting at new secondary school.
- Transition visits.
- Children with SEND are invited to extra transition days at their new secondary schools.
- 'Moving on' workshops may be held in small groups.

How are the Academy Governors involved with pupils with SEN and what are their responsibilities?

- There is a SEND Governor who is responsible for monitoring the provision for children with special educational needs in school.
- Governors look at data to ensure SEND children make progress that is at least as good as the rest of the children in the school.
- The Governor responsible for monitoring pupil premium visits the school regularly to check on the progress of these children and how the pupil premium money from the government is spent.

What steps should I take if I am concerned about the school's SEND provision?

- Your first point of contact will always be your child's class teacher.
- You may also wish to speak to the SENCo, Mrs Amy Stafford, and to the Principle.
You may read the Academy's SEND policy and local offer which is published on the Academy web-site.

See also:

- Charnwood Primary Academy Local Offer for Pupils with Special Educational Needs and Disability 2022 (SEND)
- Equality Policy and Accessibility Plan 2020-2023