

THE SEND INFORMATION REPORT

School Vision Statement for Children with Special Educational Needs and disability (SEND):

Our vision is that all children will succeed in their learning and no individual or group will be left behind. All children will thrive because barriers to learning are removed. High quality first teaching and additional interventions are defined through dialogues across the school contributing to our provision. These documents help us to regularly review and record what we offer every child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. This will take place in an inspirational setting, where everyone works together to ensure all children have the opportunity to 'Be the Best they can Be!'

We refer to the term "Special Educational Needs and Disabilities" if a child:

1. Has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning.
2. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority for children of a similar age.

Chipstead Valley Primary School is an inclusive school, which offers a range of provision to support the needs detailed in the Code of Practice (2015) under the following headings:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health
- Physical and/or Sensory.

The range of support deployed will be tailored to meet individual need, as a result of thorough assessments by the school and/or external agencies, when required. Our aim is that all pupils leave Chipstead Valley as independent and resilient learners. All teachers are responsible for every child in their care; including those with special educational needs.

Accessibility

Chipstead Valley is an accessible school. There is ramp access to every main entrance, disabled toilets that are easily accessible at both ends of the school and one lift to the upper level in KS2. Some pupils may require specific arrangements within their classroom; they may need a particular type of chair or table, wider aisles for mobility, a writing slope, cushion, footstool or pencil grip. We work closely with the Occupational Therapist Service, Physiotherapists and with parents to ensure that we meet the needs of every child.

Enhanced Learning Provision

In addition, we also have an Enhanced Learning Provision (ELP) for children with physical and complex medical needs. Our ELP has 14 full time places for Reception to Year 6 pupils.

We offer a broad and balanced curriculum and learning is based on the individual needs of the child adapting the school day and curriculum to offer personalised delivery. Some of our ELP children are fully-integrated into our mainstream setting and we also have our Treehouse classroom, a smaller class that provides children with specialist support so they can access the curriculum and wider school life in a way that is adapted to meet their specific needs. We provide children with support and strategies which enable them to develop their independence, whilst also making progress against their own personal targets and specific needs.

We work with a wide range of specialist professionals including speech and language therapists, physiotherapists, children's hospital at home team and occupational therapists, who work with us to develop our inclusive provision as well as delivering training for staff. We also work closely with other supporting services such as the Educational Psychologist Team. Our work with these agencies supports us in monitoring the progress individuals make and tailoring our provision to meet individuals' needs.

As a fully inclusive school, our ELP children have regular access to all of the facilities across the school.

Roles and Responsibilities in the School for children with SEND

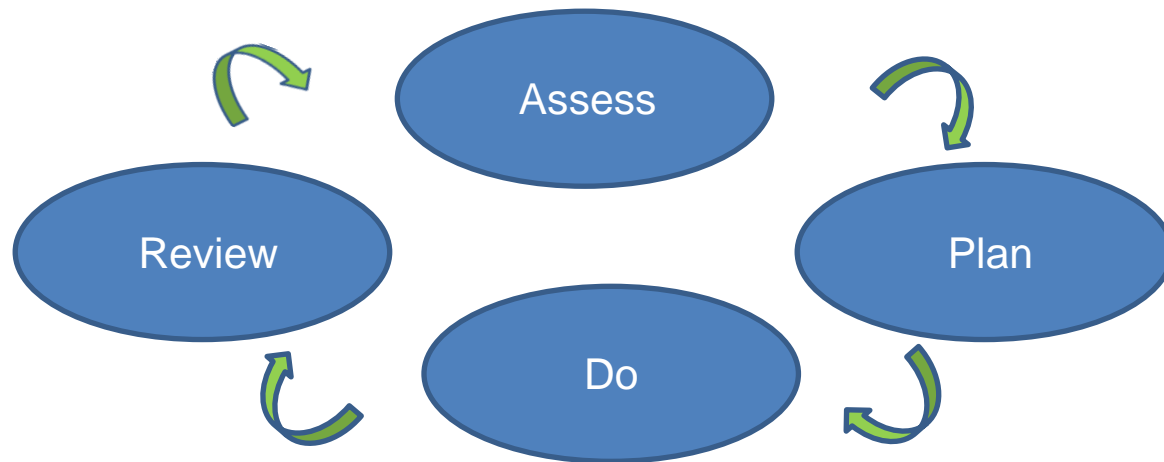
Role	Responsibility
Class Teacher	To provide good quality first teaching by: <ul style="list-style-type: none">• Identifying and assessing individual need and tracking progress;• Working in partnership with pupils and parents/carers to improve outcomes, through continuous dialogue;• Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children;• Using prior knowledge, as a starting point for learning;• Providing continuous assessment to influence and adapt teaching to meet the needs of all learners;• To personal children's targets using the broader EHCP outcomes.• Tracking children's progress on timelines.• Providing classroom structure and tools, where all pupils understand expectations and know where to find support;• Creating a classroom atmosphere which encourages all children to contribute;• Supporting the identification, planning and provision for children who need extra support outside of the classroom and linking this with the learning that occurs within the class;• Devising personalised Additional Support Plans/Provision maps on Edukey, with support from the SENDCo team.• These plans are used as working documents, which are continuously adapted to meet changing needs;

	<ul style="list-style-type: none"> • Liaising with outside agencies to seek specialist advice and implementing this in classroom practice.
SENDCo Team Lucy Leidecker (maternity leave until February 2025) Julia Bennett – maternity cover Isha Kelly SENDCo and ELP lead Please contact the SEND team on sendco@chipstead.croydon.sch.uk	<ul style="list-style-type: none"> • Creating an overview of the needs across the school; • Training and supporting staff to meet these needs; • Ensuring tailored provision is in place and monitor progress • Liaising with a range of agencies and ensuring the implementation of support programmes; • Lead annual reviews for children with EHCPs. • Attend pupil progress meetings.
Support Staff	To support the work of the class teacher by: <ul style="list-style-type: none"> • Working in partnership with the teacher to ensure that appropriate provision is in place for children with SEND in the class. • Provide verbal or written feed back to the class teacher at the end of each lesson;
Head Teacher Clare Rackham	<ul style="list-style-type: none"> • Overseeing the day-to-day management of all aspects of the school including the provision made for children with Special Educational Needs (SEND).
SEN Governor/Local Governing Board	<ul style="list-style-type: none"> • Supporting the school to develop the quality and evaluate the impact of provision for children with Special Educational Needs and disability (SEND).

How are Children with Special Educational Needs Identified?

- When children have a Special Educational Need or Disability (SEND) before they start our school, we work with the professionals who already know them and use the information already available to identify what their needs will be in our school setting.
- If you are worried about your child, please discuss your concerns with your child's class teacher. The class teacher may then speak with the SENDCo to seek further advice.
- If a teacher is concerned, they will discuss any needs with parents/carers and implement ways of working together to support your child.
- Where a child continues to make little or no progress, despite support matched to the child's need, Special Educational Needs support is then put in place.

Underpinning all our provision in school is the **graduated approach**:



Assessment, Planning & Review

Class teachers identify pupils who are not making progress or who have additional needs, which are affecting their ability to engage with the learning process. After discussion with the child, parent/carer and the SENDCo, a plan of action is implemented. The impact of the support plan will be reviewed formally, each term, with parents and the young person, but on-going assessment will take place throughout, led by the class teacher. Targets and actions to help your child overcome any challenges will be carefully recorded by the school. These will take into account your child's strengths, as well as areas of need, and will identify ways in which the school and parents/carers can work together to make a difference. The impact of intervention will be regularly assessed and sometimes, it may be necessary to increase or change the nature and level of support. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

How will teaching be adapted to meet the needs of my child?

At Chipstead Valley, we have a number of non-negotiable principles, which guide and inform our approach to teaching. In this way we aim to meet the needs of all learners:

- All teachers will know the needs of every child in their class. Before taking the class, in September, all teachers will have transition meetings with the child's previous teacher.
- Every pupil will be able to participate in lessons because the curriculum is differentiated to ensure all children experience success. All learning will be based on the child's prior knowledge so that children are moving forward at the level appropriate for them;
- For children with additional needs, we will put in place extra provision.
- Continuous assessment, throughout the lesson will influence and adapt teaching;
- Misconceptions will be addressed at every opportunity, and children will receive additional input, where necessary.
- The success of all learners will be shared and celebrated to raise self-confidence;
- Positive and constructive feedback will produce independent and reflective learners;
- The classroom atmosphere will encourage all children to contribute;
- Where required, specific and personalised interventions will be put in place to develop key areas of learning
- Integrating resources and strategies, as recommended by specialist agencies, will be a key priority.

What type of support can the school offer to support my child?

Chipstead Valley strongly believes that the teaching of children with special educational needs and disabilities is about good quality first teaching from the class teacher. Staff receive training in a range of specialist areas, so that they are prepared to address the needs of all children. The teacher will plan carefully to meet additional needs within the class. Some intervention groups take place before school and a range of intervention is available throughout the day, both for learning and social difficulties. In our Lavender Building we provide a nurture room environment, with indoor and outdoor resources. We have an open-door policy and there will always be somebody available to listen to the concerns of both parents/carers and children.

What specialist support can the school access to support my child?

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatrician
- Education Welfare Service
- Educational Psychologist
- Occupational Therapy
- Parents in Partnership (PiP)
- School Nurse
- Social Care
- Special School Outreach Support
- Speech and Language Therapy
- Physio Therapy
- Virtual School for Children who are Looked After
- A full range of the support available can be found in the Croydon Local Offer for pupils with SEN – <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

How can the school help my child with transition?

Some children with SEND can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child. When entering the school, a meeting is held with the child's current provision, frequently a nursery, for children who have additional needs. Transition books are frequently made, involving pictures of the staff at the old and new school so that the child feels less anxious about the impending change. Extra visits are also available outside of the introduction mornings. When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate, there will be opportunities for your child to visit the new class and meet key staff.

When moving to secondary school the SENDCo will liaise with all of the receiving schools, regarding any child with additional needs. At this point, parents/carers can join the meeting to express their concerns. Successful arrangements and interventions currently used to support your child can be shared with the receiving school. Additional visits to the new setting may be planned to increase familiarity and consequently reduce any anxieties.

Complaints Procedure

Our complaints procedure can be located at:

[Central Policies - PACE Academy Trust](#)

SEND Data

As of 6/10/2022 we have 75 children on the SEND register. This equates to 56 on SEND support and 19 with EHCP's.

As a percentage these figures represent 10.82%.

There are many Special Education Needs terms that are abbreviated which can lead to confusion.

Below is a glossary of the most used terms:

ADD	Attention Deficit Disorder	NC	National Curriculum
ADHD	Attention Deficit and Hyperactivity Disorder	OT	Occupational Therapist
ASD	Autistic Spectrum Disorder	PEP	Personal Education Plan
BESD	Behavioural Emotional and Social Difficulties	PSP	Pastoral Support Programme
CAF	Common Assessment Framework	P&FSW	Pupil and Family Support Worker
CAMHS	Child and Adolescent Mental Health Service	SaLT	Speech and Language Therapy
		SEMh	Social, Emotional & Mental Health

LAC	Looked After Child	SEND	Special Educational Needs and Disabilities
CoP	Code of Practice	SENDCO	Special Educational Needs and Disabilities Co-ordinator
CP	Child Protection	SpLD	Specific Learning Difficulty
DCD	Developmental Co-ordination Disorder	TA	Teaching Assistant
DDA	Disability Discrimination Act	VI	Visual Impairment
DfE	Department for Education		
EAL	English as an Additional Language		
EHCP	Education, Health and Care Plan		
ELP	Enhanced Learning Provision		
ELSA	Emotional Literacy Support Assistant		
EP	Educational Psychologist		
EWO	Education Welfare Officer		
FSM/UFSM	Free School Meals/ Universal Infant Free School Meals		
HI	Hearing Impairment		
IEP	Individual Education Plan		
ISR	In School Review		
KS	Key Stage		
LA	Local Authority		
MLD	Moderate Learning Difficulty		