



## SEND Information Report for Childer Thornton Primary School 2023-2024

### Part of the Cheshire West and Chester Local Offer for Learners with Special Educational Needs

Welcome to our SEND Information Report which is part of the Cheshire West and Chester Local Offer for learners with Special Educational Needs and Disabilities (SEND).

At Childer Thornton Primary School we are committed to working together with all members of our school community; all staff and governors are committed to supporting children, parents and carers. We are an inclusive school where we strive to meet the needs of all pupils with Special Educational Needs and Disabilities within a mainstream setting. The four broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

At Childer Thornton Primary School we support all children to achieve and we inspire them to learn through curiosity and enjoyment - whatever their barriers to learning are. If you have any concerns regarding your child's progress or wellbeing then please speak to either your child's class teacher or Dan Snowden (SENCo - [senco@childerthornton.cheshire.sch.uk](mailto:senco@childerthornton.cheshire.sch.uk)).

**1. What kinds of special educational needs does Childer Thornton Primary School make provision for?**

Childer Thornton Primary School is a mainstream primary school. We are a fully inclusive school which strives to ensure that all pupils achieve their potential. We create an inclusive culture in our school where we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

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|  | <p>At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:</p> <p><i>"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i></p> <ul style="list-style-type: none"> <li><i>a) has a significantly greater difficulty in learning than the majority of others the same age, or</i></li> <li><i>b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.</i></li> </ul>   |
| <p><b>2.How does Childer Thornton Primary School identify and assess my child's Special Educational Needs?</b></p> | <p>At different times in their school life, a child or young person may have a special educational need.</p> <p>At Childer Thornton Primary we track children's progress termly and identify children who are not making expected or better progress. The children are identified and discussed with class teacher and teaching assistants where a plan of intervention is put into place which is monitored and assessed termly. This plan is shared with parents.</p> <p>Special Educational Needs or Disabilities provision is provided in addition to the good quality first teaching, adaptation of teaching and resources and a broad curriculum where all can succeed. At Childer Thornton Primary School we recognise that the teacher in the classroom will make the biggest difference to children with additional educational needs, and that teachers can be well supported by additional interventions and programmes in groups or as individuals led by teaching assistants and other adults.</p> <p>The school works closely with the local authority in supporting our children with top-up funding or Education, Health and Care Plans for children with a range of SEND. A range of assessment materials are in place and these are used by the following professionals:</p> |

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|  | <ul style="list-style-type: none"> <li>- Dan Snowden (SENCo)</li> <li>- Teaching Assistants</li> <li>- Jayne Gong (ELSA)</li> <li>- Vikki Crockard (Theraplay and SPOTSS)</li> <li>- Louise Formston (ELKLAN)</li> <li>- Josh Grooms (Level 3 Forest Schools Leader)</li> <li>- Vicki-Lee Hormbrey (SPOTSS)</li> </ul> <p>School can refer to other agencies for specialist support for assessment:</p> <ul style="list-style-type: none"> <li>- EYSTS (Early Years Specialist Teaching Service)</li> <li>- CAMHS</li> <li>- The Autism Service</li> <li>- Community Paediatrician</li> <li>- Health Visitor</li> <li>- School Nurse / Starting Well Nurse</li> <li>- Outreach Services from CWAC's specialist settings</li> <li>- SPOTSS</li> </ul>   |
| <p><b>3. How does Childer Thornton Primary School evaluate the effectiveness of provision for pupils with special educational needs?</b></p> <p><b>How does Childer Thornton Primary School assess and review the progress of pupils with special educational needs?</b></p> | <p>Children identified as benefitting from additional support or interventions are monitored against the targets set and their progress is analysed termly against national expectations. Pre and post intervention checks are carried out to ensure the impact is effective. We also provide an adapted broad and balanced curriculum, suitably reinforced and relevant to pupils' needs. We appoint qualified teaching staff. Qualifications, expertise and specialists training may vary but all teachers and Teaching assistants have experience and/or practical knowledge of teaching children with special educational needs.</p> <p>We support and inform parents about pupil targets and progress working in partnership with them and support the LA to maintain a continuum of provision for pupils with Special Educational Needs.</p> |



Parents are kept updated on reviews of their child's individual plan following the process from the Code of Practice 2014, where targets that have been set are reviewed and new targets are developed. This can be part of a parents evening meeting or at a different time. Children that have an education, health and care plan [EHC plan] will also have an annual review to discuss their progress and ensure the outcomes in the plan are appropriate. Children who have been identified as needing additional support are identified on our Provision Map as having 'SEN Support' - If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the approaches and learning arrangements normally provided as part of high quality teaching intended to overcome the barrier to their learning. All children on the school's provision map have an individual support plan that documents the support that is to be put into place. Pre and post assessment is used to record their progress and short term targets/outcomes are agreed. Progress is discussed/shared with parents and teachers and reviewed termly engaging in the four-stage process:

- **Assess** - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.
- **Plan** - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.
- **Do** - providing the support as set out in the plan.
- **Review** - measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved - learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

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| <p><b>What is Childer Thornton Primary School's approach to teaching pupils with special educational needs?</b></p> <p><b>How does Childer Thornton Primary School adapt the curriculum and learning environment for pupils with special educational needs? What additional support is available for pupils with special educational needs?</b></p> <p><b>How does Childer Thornton Primary School enable pupils with special educational needs to engage in the activities for school together with children who do not have special educational needs?</b></p> <p><b>What support is available for improving the emotional, mental and social development of children with special educational needs?</b></p> | <p>The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the needs of child.</p> <p>Childer Thornton Primary School provides various interventions/support to meet the needs of the children. Teaching Assistants are involved in delivering daily interventions to support reading, phonics and maths. Children who have a higher level of need will also have access to support from outside agencies. Children who have top-up funding or EHC Plans have individualised plans following the outcomes that have been set.</p> <p>Childer Thornton Primary School is a fully inclusive school and children will be educated alongside their peers in the classroom wherever this is appropriate. Planning is adapted so tasks are suitable for a range of learners. Teaching assistants also support children in class.</p> <p>We recognise that pupils with SEND may well have emotional and social development needs that require support in school.</p> <p>The emotional health and well-being of all our pupils is very important to us.</p> <ul style="list-style-type: none"> <li>- We have a robust safeguarding policy in place, we follow national guidelines</li> <li>- The Head Teacher, Senior Leadership Team and all staff continually monitor the emotional health and well-being of all our pupils.</li> <li>- We have Learning Mentors who support children 1:1 who have personal, social and emotional needs by providing a learning package tailored to each individual child. They are ELSA trained.</li> </ul> |
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|   | <ul style="list-style-type: none"> <li>- A range of support is available in school including Theraplay, Nurture Groups, Consultant Paediatrician, Speech and Language Therapy Services, support from the Autism Service and Outreach Support from Special Schools.</li> <li>- We achieved the Attachment Friendly Schools Award in conjunction with the virtual school in 2019.</li> <li>- Mrs Belding is school's designated mental health and well being lead and she works closely with the Ellesmere Port Mental Health Support Team to access support for our children in school.</li> </ul>   |
| <p><b>4. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?</b></p> | <p><b>The Class teacher</b><br/>Responsible for:</p> <ul style="list-style-type: none"> <li>- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs Coordinator know as necessary;</li> <li>- Developing pupil progress targets/ individual plans, and sharing and reviewing these with parents at least once every term and planning for the next term.</li> </ul> <p><b>The SENCO - Mr Dan Snowden</b><br/>Responsible for:</p> <ul style="list-style-type: none"> <li>- Developing and reviewing the school's SEND policy;</li> <li>- Coordinating all the support for children with special educational needs or disabilities (SEND);</li> <li>- Ensuring that you are <ul style="list-style-type: none"> <li>i) involved in supporting your child's learning,</li> <li>ii) kept informed about the support your child is getting,</li> <li>iii) involved in reviewing how they are doing;</li> </ul> </li> <li>- Liaising with all the other people who may be coming into to school to help support your child's learning.</li> <li>- Updating the school's SEND provision map and making sure that records of your child's progress and needs are kept;</li> <li>- Providing support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>- Ensuring that transition between schools is thorough and bespoke for each individual child</li> </ul> <p><b>The Head Teacher - Mrs Hannah Yarranton</b><br/>Responsible for:</p> <ul style="list-style-type: none"> <li>- The day to day management of all aspects of the school, this includes the support for children with SEND;</li> <li>- The Head Teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met;</li> <li>- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.</li> </ul> <p><b>The SEND Governor - Dr Sam Fenwick</b><br/>Responsible for:</p> <ul style="list-style-type: none"> <li>- Making sure that the necessary support is given for any child who attends the school, who has special educational needs and/or disabilities.</li> <li>- Working with SENCO to ensure best practice is in place</li> </ul> |
| <p><b>5.What training is provided for staff supporting children and young people with SEND?</b></p> | <p>CPD is on- going in school for all our Teachers and Teaching Assistants and staff at school have a range of expertise including programmes such as: Autism training, behaviour support, SPOTSS, ELKLAN speech and language, ADHD, RWI, Fresh Start, Trauma and Attachment Awareness, Team Teach, Mental Health First Aid training, ELSA, SPOTSS (Sensory Processing). This is not an exclusive list and on-going professional development is key to ensuring all staff remain updated and skilled.</p>  |
| <p><b>6.How is Childer Thornton Primary School accessible to children with SEND?</b></p>            | <p>The building is accessible: ramps are situated at all main entrances</p> <ul style="list-style-type: none"> <li>- The school is easy to access from all classroom doors</li> <li>- There is a disabled toilet</li> <li>- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.</li> <li>- Extra-curricular activities are accessible for children with special educational needs and/or disabilities.</li> </ul>   |

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| <p><b>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?</b></p> | <p>Parents are actively encouraged to be partners in their child's education through informal discussions with the class teacher, SENCO, telephone contact, home/school diaries, individual plans, progress reviews and yearly written reports.</p>  |
| <p><b>8. What are the arrangements for consulting young people with special educational needs about, and involving them in their education?</b></p>                              | <p>All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing additional support. Children are involved in discussion about progress and next steps.</p>   |
| <p><b>9. What do I do if I have a concern about the school's provision?</b></p>  | <p>In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the SENCo or Head Teacher.<br/>In the unlikely event that your concern is not resolved then please contact our SEND Governor or Chair of Governors. Concerns involving children with top-up funding or EHC Plans may need to be shared with the local authority and any other agencies involved. The local authority SEN Team can be contacted at <a href="mailto:senteamwest@cheshirewestandchester.gov.uk">senteamwest@cheshirewestandchester.gov.uk</a></p>   |
| <p><b>10. What specialist services and expertise are available at or accessed by the school?</b></p>   | <p>We work closely with the following to support your child's needs:<br/>All Therapy services including:</p> <ul style="list-style-type: none"> <li>- Physiotherapy</li> <li>- Occupational Therapy</li> <li>- Speech and Language Therapy</li> <li>- Hearing impairment</li> <li>- Visual impairment,</li> <li>- CAMHS</li> <li>- Educational Psychology services.</li> <li>- Early Years Specialist Teaching Service</li> <li>- School Health, Health Visitor And Starting Well Nurse</li> <li>- Consultant Paediatrician</li> <li>- CAMHS</li> <li>- The Autism Service outreach</li> <li>- The Continence Team</li> <li>- MHST (Mental Health Support Team)</li> <li>- Outreach service from specialist schools</li> </ul> |



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| <p><b>11. The contact details of support services for the parents of pupils with special educational needs, including arrangements made in accordance with section 32.</b></p> | <p>SEN Team - <a href="mailto:senteamwest@cheshirewestandchester.gov.uk">senteamwest@cheshirewestandchester.gov.uk</a> Tel: 0151 337 6505<br/> SEN Advisory Officer - Tracy Rimmer: <a href="mailto:tracy.rimmer@cheshirewestandchester.gov.uk">tracy.rimmer@cheshirewestandchester.gov.uk</a><br/> Speech and Language Therapy Services - 01244 650432<br/> School Nurse - Stanlaw Abbey - 0151 339 2183<br/> Health Visiting Team - 0151 488 8036<br/> CAMHS - 01244 393200<br/> Occupational Health/Physiotherapy - Countess of Chester Hospital<br/> Community Paediatric Team - Kingsway Children's Centre, Chester<br/> Educational Psychologist - 0151 337 6836<br/> Early Years Specialist Teaching Service - <a href="mailto:eystsadmin@cheshirewestandchester.gov.uk">eystsadmin@cheshirewestandchester.gov.uk</a></p>  |
| <p><b>12. How do you prepare my child for joining your school or transferring to another school?</b></p>   | <p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>On joining Childer Thornton Primary School children will have the opportunity to visit prior to starting and will have a tour of the school and a chat with the Head Teacher, meet the class teacher and all information is shared. We will also contact their previous school to ensure we have all of the relevant information. If a phased start to school is needed then arrangements will be made to begin with taster sessions and build up to a full time place.</p> <p>When the time comes for your child to move on we will liaise with the next school and organise transition visits. We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Y6 pupils who have EHC plans will have a representative from their High School at their Annual Review process. Staff from all receiving schools will be invited in to meet the pupils.</p> |
| <p><b>13. Where can I get further information about the services for my child?</b></p>   | <p>The information in this report forms part of Cheshire West and Chester's local offer which can be accessed at <a href="http://www.livewell.cheshirewestandchester.gov.uk">www.livewell.cheshirewestandchester.gov.uk</a></p>   |