

SEN Report for Parents 2022-2023

Saighton Church of England Primary School & Pre-School

Head Teacher: Mrs Sue Dawson

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Website Address <http://www.saightoncofeprimaryschool.co.uk>

Age range within the school 3 - 11

***How does the school know if children need extra help and what should I do if I think my child may have special educational needs?***

As well as building strong relationships with children and their families, children’s progress is monitored closely through assessment and data analysis. Concerns should be raised in the first instance with your child’s class teacher. The school does not have a specialist SEND provision.

***How will school staff support my child?***

All class teachers have a responsibility to create high quality learning environments. Lessons are planned and differentiated appropriately to the needs of learners. Children who have been identified as needing extra support are identified on teacher planning. Class teachers create a provision map to show how they are addressing need. Children with SEND have individual targets and these targets are reviewed termly with children and parents. Some children receive extra support within class or are withdrawn for specialist provision according to need.

Senior Leadership closely monitors pupil progress and teacher effectiveness, and Governors have a responsibility to develop effective policies and review these regularly. In data analysis, pupil groups are analysed, including children with SEND and the results of this analysis informs practice. If concerns remain, the school will consult or involve external agencies.

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

The school delivers the National Curriculum in a creative way (see our Curriculum Intent on our website). Through providing a book based theme, children are given relevant and hands-on experiences and these are differentiated to be both accessible and challenging to children. Inclusion is nurtured through the development of a strong socially cohesive community, through the use of supportive and co-operative groupings and learning structures and through child-centred planning, teaching and assessment. The school provides and promotes a variety of learning contexts both within the school and our outdoor learning provision. This fosters and builds on children’s interests and allows all children to experience success and the school’s Special Educational Needs policy is available on the school website.

***How will both you and I know how my child is doing and how will you help me to support my child’s learning?***

Saighton welcomes communication with our parents. School staff including the Headteacher, are on the car park at the start and end of the day to deal with minor enquiries or to make appointments if a longer conversation is needed. We have an open door policy and children and their families are always our priority. There is the opportunity to meet formally with your child’s teacher at Parents’ Evening each term. A written report is shared with families in the Summer term. If your child has an EHCP or additional funding for SEND, there will be an annual review of this, and individual plans are reviewed termly with children and parents/carers.

All classes have a page on the school website and all children keep a reading diary. Age-appropriate home learning is set each term and can be viewed on the website.

***What support will there be for my child’s overall wellbeing?***

All school staff are responsible for the well-being of children and consistent systems are in place throughout the school to promote and sustain this. Social skills and emotional literacy are taught through a structured PHSE and RSE curriculum including materials from SEAL, HeartSmart and Mercy & Goodness. For those children who find aspects of this difficult we can also offer peer support, 1-1 emotional support at difficult times and planned small group or individual sessions. We are an inclusive school that welcomes diversity and promotes the No Outsider’s ethos. The school works with children to resolve their differences in line with the schools Behaviour and Relationships Policy.

Staff work closely with the SENDCO to ensure we are meeting both social and educational needs of our children. We have a trained ELSA and other support staff who have timetabled interventions to support children when an emotional or social need is identified.

The school has a policy for the safe administration or medicines and providing personal care. The school has trained first aiders and training is updated in accordance with health and safety protocols. The number of exclusions is very low, and where children are vulnerable, school works closely with families to put strategies in place to support the child, involving external agencies where appropriate. Children’s attendance is supported through the provision of a learning environment that children are keen to attend. Attendance has been excellent over a number of years.

Attendance is monitored by our Bursar and we work together to provide early support and intervention for individual families when needed. Pupil voice is valued and we have House Captains, Vision Ambassadors and Ambassadors to facilitate this.

***What specialism services, experience, training and support are available at or accessed by the school?***

All staff undergo continuous professional development through staff meetings and training courses. The school has a highly experienced staff of both teachers and teaching assistants. The school liaises as appropriate with a range of services and agencies.

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

The Head is an experienced SENDCO and has held the role for over 20 years in a range of different schools and authorities. Our Reception teacher has completed the ELKLAN speech and language training and WELLCOMM training. All staff are trained in positive handling and key staff completed Team Teach training last year. Our school is committed to ensuring on going CPD is provided as part of the schools anticipatory duty towards meeting the needs of every child. Specialisms are deployed in a targeted way to ensure that individual needs are catered for.

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

Risk assessments and careful planning are used to ensure that all children are included in all activities in and out of school. Where necessary, support staff are used to enable this. Families will be always be consulted in this process and are actively encouraged to discuss their concerns with staff.

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

Access arrangements are monitored by the Governing Body and the school has wheelchair accessibility. The school has a disabled toilet facility. Where the first language of parent/carers is not English, every effort is made to ensure that communication is maintained, accessing Local Authority services if required or available. Where special facilities are required for children with SEND, these will be provided from the school budget in response to need, and where this is not possible, external funding will be sought. The school does not have a designated area for individual children to access time out of the classroom, however we use our loft, staff room and hall as a break out space when required.

***How will the school prepare and support my child to join the school or transfer to a new setting / school for the next stage of education and life?***

Where children move school during their primary school career, every effort is made to ensure that there is effective communication and a smooth transition to the new school. All children transferring to High School are included in the transition arrangements put into place by their receiving school and take part in targeted PHSE lessons to support them. In addition, vulnerable children, including those with SEND, take part in an enhanced transition programme co-ordinated by the SENDCO Appropriate data will be shared with the new setting in line with Local Authority policy, and the SENDCO from the receiving school will have a conversation with the class teacher prior to transfer to ensure that specific needs and concerns are addressed. Parents/carers will always be involved in this process. Action for Inclusion meetings will be held for children transferring within or at the start of their Reception year and will be reviewed termly while they are in place. Any child transferring from another school into Saighton that has additional needs will be part of an Action for Inclusion meeting to ensure all needs are identified and addressed.

In addition to Quality First Teaching, children may be offered, for example:

• Bespoke, reactive “boosts” to their learning or intervention sessions

• Pre-teaching to enable access to future class learning

• Multi-sensory reading and spelling programmes

• Social skills training and support

• Visual timetables, timers, prompt cards

• Speech and language interventions

• Writing slopes, adapted pens, scissors etc.

• Additional adult support

• Coloured overlays

***How is the decision made about what type and how much support my child will receive?***

Where concerns are raised about a child and their needs are not being met through Quality First Teaching or interventions, the class teacher would discuss possible strategies to address this with the SENDCO and parents/carers. If there is a continuing difficulty, a child may be placed on the school’s SEND register as needing SEN support. An individual programme will be put in place in collaboration with the child and parents/carers. This will be reviewed and targets set termly. Where a child’s needs cannot be met from the designated fund within the school budget, the school will apply for top up funding. If it is considered necessary, an application will be made for statutory assessment for an Education Health Care Plan. At all stages, outside agencies will be involved as appropriate and their recommendations actioned.

***How can I be involved?***

Parents/Carers are equal partners in their child’s education. The school has an ‘open door’ policy and parents can easily contact staff where there are concerns. Parents are encouraged to support their child with reading and home-learning. Parents’ evenings and parent information events provide further opportunity for communication. Parents can interact with the school through social media such as Twitter.

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

The first point of contact for a child in the school is usually the class teacher. Other staff with a role in your child’s education are the Headteacher, Mrs Sue Dawson, or Deputy Head, Mrs Finola Jackson. If you are unsure who to contact or would like to enquire about a place at Saighton, please ring the school office and our Bursar Mrs Sarah Smith will be happy to direct your enquiry you.

For further advice, contact Cheshire West and Chester Local Authority.

The Local Authority Local Offer is located on their website <http://www.westcheshirelocaloffer.co.uk/>

The school’s complaints policy can be found on the school website.

The Information, Advice and Support Service helps parents and carers whose children have Special Educational Needs, from preschool until they leave school <http://www.cheshirewestandchester.gov.uk/residents/educationand-learning/early-years-and-childcare/information-advice-andsuppor.aspx>

Email: iasservice@cheshirewestandchester.gov.uk

Telephone: 0300 123 7001

Post: Council Office, 4 Civic Way, Ellesmere Port

This offer is intended to provide clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please email [head@saighton.cheshire.sch.uk](mailto:head@saighton.cheshire.sch.uk)