

Requirement	Chancellor Park Primary School
Information on the kinds of special education provision made in the school.	<p><u>For children who have general learning difficulties</u></p> <p><u>School Provision</u></p> <p>The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for SEN children.</p> <p>Within in each class children are ability grouped for Literacy, Numeracy and other subjects as applicable. Teaching Assistants (TA's) are deployed to support children who special needs in a small group or as 1:1.</p> <p>Intervention groups may run for small numbers of pupils who need extra support. Differentiated phonics groups are run daily throughout key stage one and for pupils needing extra input in key stage 2.</p> <p>Children who cannot access the work after the usual differentiation may be supported on a 1:1 basis, or small group, usually within the classroom, as needed or withdrawn for short periods of time to work towards achieving their personal objectives.</p> <p>Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching, mentoring, and therapy or counselling.</p> <p>For children who either have a diagnosis of Autism/Aspergers, ADHD or have difficulties with Behaviour, Social, Emotional, Communication, Interaction and Friendships we offer support in the form of social groups, these groups offer assistance with the understanding of their own and other people's feelings. The social group also offers support in understanding social situations and helps the children understand how to act or what to say in situations they find difficult.</p> <p>For children who have Speech and Language difficulties, the school is able to refer children who have difficulties with speech and language to the Speech therapy team. A communication assistant visits the school on a weekly basis to deliver the programmes. She also liaises very closely with TA's and the Special Educational Needs Coordinator (SENCO) who see her model an intervention so that it can be continued on a daily basis, (often more than once a day). The speech and language therapist visits at least once termly to assess and review cases. The specialist teacher for speech communication and language needs also supports and advises for children with significant language needs.</p>

For children who have physical difficulties accompanied by a PNI diagnosis

The school would put into place a programme of support as suggested by the health authority.

For children who have medical issues the school arranges meetings with school nurse to complete Health Care Plans for children on medication including children with allergies, asthma and epilepsy.

Occasionally a child may visit outside therapy clinics in order to access specialized support. Permission is granted if access to this support will benefit the child in a school setting.

Some children with particular difficulties are supported agencies by the involvement of external agencies e.g. Specialist Teaching, Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals, who may provide general advice, specialist assessments or advice on different strategies or materials.

SENCo makes referral to appropriate outside agencies to aid the child's needs. E.g. completion of CAF forms for referral to Behaviour support or CAMHS. Referral to Specialist Dyslexic optician or Extended Schools.

SENCo liaises regularly with outside agencies e.g. Paediatricians, G.P's, Specialist Teachers, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Speech and Language support workers and technicians, Counsellors, Behaviour Support Team, School nurses, Home/School liaison, Health visitors

Specialist resources are used to aid learning across the school. E.g. sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light faces, playground passes, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, speech and language programmes, writing programmes.

Our School is easily accessed for physical aids and has 2 disabled toilets in both ends of the school.

Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.

Provision accessed through local delivery group joint funding

Family Support – Secondary and Primary

The overall aim of this service is to improve academic achievement and consequently employment, education and life chances for children and young people. Issues which may have formed barriers to attainment and personal achievement issues will be addressed through creating partnerships between the children, young people, families and the school.

This work is commissioned through the **Chelmsford YMCA** and each school has access to a Family Support Coordinator who works with either the child and or family. Referrals are usually dealt with quite quickly, although this of course depends on the caseload.

Support may include the following:

- Working with children and families experiencing difficulties by providing positive, emotional and practical support, and non-judgemental advice.
- Working with families on parenting issues, setting boundaries and routines, and offering general advice and guidance.
- Working with children and families who are going through separation or divorce, providing sessions with the children at home or school so they can talk about their wishes and feelings, enabling them to realise they too are being supported through this difficult transition.
- Working with children and Young People at risk of social exclusion and isolation due to various issues such as bullying, anger and mental health issues.
- Working with children and Young people who have been negatively affected by medical, economic, environmental or social issues to raise their self-esteem and consequently confidence and aspirations.

Counselling - Secondary and Primary

This service is commissioned through **Renew Counselling** and delivered in school so that there is minimum disruption to the education of the child or young person. Access to provision is by referral from the school.

The following information regarding the service delivered has been provided by Renew Counselling:

1. Introduction to School Counselling

Renew School Counselling Service aims to support pupils to attend to their thoughts and feelings about past experiences and current relationships so they are not preoccupied with these when in school. We support children to develop alternative coping strategies

that allow distress or difficult feelings to be shared, rather than acted out.

We recognise that children and young people are often best supported when significant adults in their lives are able to understand what is going on for them and develop appropriate ways to support them. Whilst protecting the confidential nature of counselling we aim to engage parents/carers and school staff and where we can and feedback any suggestions for supporting the child or young person at home or in class.

Renew School counsellors are qualified and experienced at working with primary aged children. They understand that all children are unique and have different stories and needs and that even within a family, children respond very differently to difficult experiences. The counsellor will adapt their method of work to suit each child drawing from a range of interventions including play, art, drama, storytelling and sand tray work. They will meet the child each week for 50 minutes in private on the same day at the same time, in a quiet room where they will not be disturbed.

2. Making a referral to counselling

School counselling is a targeted service and all referrals will come to Renew School Manager/ counsellor via an agreed person in each school, in our school, this person is the SENCo, Headteacher or the Deputy Headteacher. Renew will endeavour to provide a service to all children referred in but given the finite nature of the service it is likely that some children may have to wait to be seen. Our School Manager will be responsive to the needs of each child and try to accommodate those children with the most pressing needs; however, operating a system of prioritization may not always be practical.

Counselling may be time limited (one term) or ongoing (usually a full academic year). Renew can advise schools about the likely length of contract for each child but are asked to be mindful about the difference between time limited counselling (one term) and ongoing counselling (usually one academic year) and factor this into their expectations of the service and outcomes for children.

Time-limited counselling provides focused individual sessions that allow the counsellor to support a child for a term. Suitable referrals would include children who were managing well at school, but who have subsequently experienced bereavement/ loss, the birth of a sibling, parental separation, or some such change in life circumstances.

Ongoing counselling is most suitable for children who appear to require on-going emotional support to access to the curriculum and to reach their potential in the classroom. Children attend weekly sessions with a therapist and develop a trusting relationship over the course of the academic year, in which they are able to share their thoughts and express their feelings. The child is able to use sessions to attend to past experiences, their thoughts and feelings about what happened and integrate these so that they are not preoccupied in class. The counsellor can assist the child to develop alternative coping strategies that allow distress or difficult feelings to be shared, rather than acted out – e.g.

challenging behaviour. Suitable referrals would include children that have experienced family breakdown, transition, trauma or abuse.

Deciding who to refer into counselling can be a difficult process. All schools have children whose access the curriculum is limited by ongoing behavioural difficulties that appear to have their root in emotional or possibly social problems.

Some emotional and behavioural problems may be temporary and can be dealt with using standard pastoral strategies, such as working with a learning mentor or joining groups run in school or break-time. But other issues are complex and need the support of outside professionals in order to help the child cope with daily living and learning. Below are some general guidelines about the sort of issues which may respond to a counselling intervention

Consider referring pupils who are exhibiting one or more of the following:

- difficulty staying on task or taking part in group activities and
- discussion
- find it difficult to conform to classroom rules and routines
- find it difficult to form friendships
- often become tearful or throw tantrums for no apparent reason
- have psychosomatic illnesses
- have low self-esteem and often become victims of bullies or become
- bullies themselves
- be unusually quiet or withdrawn
- be aggressive and disruptive
- be excessively attention-seeking, through either negative behaviour or clinginess

Or are known to

- have experienced loss through death
- have parents who are going through divorce or separation
- have experienced or witnessed trauma, including domestic abuse/violence
- have transferred from another school part way through the school year and may be experiencing difficulties in settling in
- Or suspected to have been sexually, physically or emotionally abused.

If at any point you wish to discuss a potential referral please contact Renew School's Counselling Manager.

Steps of Referral Process

1. School complete the Referral Form and send to Renew Schools Counselling Manager
2. Renew Schools Counselling Manager will screen referral. If it looks like an appropriate referral, WHCM will either set up a Counselling Assessment Session for child and parent/carer or if all counselling slots are full put child's name on 'Holding List' and keep school informed. In cases where initial information indicated that this may be an inappropriate referral the Schools Counselling Manager will liaise with contact in school and discuss next steps.
3. Counsellor via school will invite child's parent/carer to a Counselling Assessment session. This is an opportunity for parents/carers to find out about how counselling works, share any relevant information, express any concerns they have and indicate what outcomes they hope for. We recognise that some parents may not be able to attend the assessment session, counselling **will not** be refused because of this. The child will also be invited to part of this meeting and invited to engage in an activity designed to elicit what they would like to change.
4. Counselling will start the following week for the child. If however, during the assessment session further information comes to light which indicates that counselling may not be appropriate the Counsellor and or Schools Counselling Manager will liaise with school contact to discuss next steps.

3. Parental Consent and Liaison with Parents

Before counselling can begin a parent or someone with parental responsibility needs to give consent. Usually the school obtains this; alternatively it can be obtained by the counsellor if parents/carers attend the assessment session.

4. Liaison with School and Confidentiality

Renew recognises that it is usually in a child's best interest for the counsellor/counselling service to have some contact with a named member of staff in relation to the child's progress in counselling. Our School's Manager will honour the principle of confidentiality which underpins counselling whilst same time formally liaising with the named school contact to let them know about the general nature or the counselling work, and feedback any suggestions for approaches to the child in class which may support their development. This will usually be done once a term.

Renew requests that schools keep our counsellors informed of any significant changes in the child's life whilst they are attending counselling.

5. Ending Counselling with Pupils

As well as receiving line management support all of our counsellors attend regular clinical supervision during which the work with the

	<p>child is discussed and evaluated. Working on the principle of best interest of the client the counsellor and supervisor will make the recommendation to end or continue counselling and feed this back to the School Counselling Manager who will liaise with the school.</p> <p><u>Speech and Language Support – Primary</u></p> <p>The LDG employs a team of 3 Communication Assistants (CA) who work across all the primary schools to provide enhanced support for children, who are <i>already on the Speech and Language caseload</i>. Under the guidance of a Speech and Language Therapist, the Communication Assistants visit each school on a regular basis to work with the children and to help to implement the objectives on their Speech and Language intervention plan.</p> <p><u>SENCO Network</u></p> <p>The SENCO Development Network meets normally once a term to meet the training and development needs identified by the group. It's also serves as a support network. Recent training events include Autism and Asperger's sessions, Bereavement Training and Dyslexia.</p>
<p>Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.</p>	<p><u>CURRENT IDENTIFICATION FOR CHILDREN WHO ARE RECEIVING HELP AT WAVE 2</u></p> <p>Triggers for receiving help at wave 2, include the concern of teachers or others (including parents) backed by evidence that:</p> <ul style="list-style-type: none"> • Child is making little or no progress despite targeted teaching strategies • Child has difficulty developing literacy and/or numeracy skills resulting in poor attainment • Child has persistent emotional and/or behaviour difficulties, not improved by normal behaviour management • Child has sensory or physical problems and is making little or no progress despite specialist equipment • Child with communication/interaction difficulties, making little or no progress despite differentiated curriculum. <p><u>CURRENT IDENTIFICATION FOR ONE PLAN (OP)</u></p> <p>In line with the present Code of Practice 2002 Paragraph 5:56, a child may be identified for a One Plan or require a transition to the one plan stage of the register where progress has not been made despite extra provision and concentrated support under wave 2 and one or more of the following applies:</p> <ul style="list-style-type: none"> • Child is still failing to make much progress in specific areas over a long period

- Child is still working at National Curriculum levels well below his or her age group
- Child continues to have difficulty developing literacy and numeracy skills
- Child’s behaviour substantially and regularly interferes with his or her learning and that of the class despite an individualised behaviour management programme
- Child with sensory or physical difficulties needs more help
- Child has ongoing communication/interaction difficulties which are impeding social relationships and learning.
- The child may have a difficulty which needs further investigation or assessment either through the school or external bodies.

CURRENT IDENTIFICATION FOR STATEMENTING/ EDUCATION HEALTH AND CARE PLAN (EHCP)

In line with the Code of Practice 2002 Paragraph 5:56, a child may be identified for Statementing or require a transition to the EHCP stage of the register where:-

- Progress has not been made despite provision of an individual programme and concentrated support under the One Plan, backed up by evidence.
- A child is identified as demonstrating a significant cause for concern.

Information about the schools policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.

SENCo is used to assess children for Specific Learning Difficulties (Dyslexia); complete tick lists for ADD, ADHD, Autism and any other paperwork sent by the Disability Allowance or paediatricians.

SENCo works out levels in all SEN areas and calculates reading and spelling ages.

SENCo is used for in class and school based observations for behaviour

Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards, team/house points, star of the week, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes.

Consistent behaviour management plans or behaviour chart for children at a lower level, are completed to track and positively reward children with behavioural difficulties. These are monitored, reviewed and updated frequently.

Analysis of ABC records.

Analysis of behaviour charts to see if goals set for the week have been achieved.

Post mentoring and counselling forms completed before removal of children from these programmes.

Objective sheets are used to monitor progress of all SEN children on differentiated programmes and within the classroom. Short term targets are taken directly from the children individual targets and monitored. Comments are recorded which give a clear daily analysis at the end of each week whether daily targets have been met or not.

Regular updating of pupil's targets after analysis of weekly objective sheets gives a clear indication of whether short-term targets are being achieved, changed or extended.

Termly meetings are held for children currently on a One Plan to inform parents/ carers & children of any updates and to update the plan accordingly.

Multidisciplinary meetings are held as necessary to analyse progress made and determine the way forward for children who have involvement of multiple outside agencies.

Annual review meetings are held for children with Education Health Care Plans to analyse old goals and set new targets and determine strategies to improve attainment.

In class observations for children with behavioural difficulties

Completion of behaviour and ADD/ADHD tick lists

Analysis of the following data takes place regularly

Target Tracker data

Raise online data

Individual assessments

In class assessments

Reading and spelling ages

	<p>QCA and SAT's assessments (optional and end of year Key Stage assessments and mocks.</p> <p>SEN assessments including EP and Specialist Teacher reports</p> <p>Views are gathered in the form of pupils and parents completing their views on the relevant sections of the One Plan paperwork and annual review paperwork. Regular parents meetings are held after reviewing One Plans to discuss progress of SEN children. Parents are also invited to E.P, Specialist Teacher meetings, multidisciplinary meetings and annual reviews. All parental views at these meetings are documented.</p> <p>Yearly performance management of LSA's working with whole class as well as specific SEN children takes place. Feedback is then given to staff involved in observation.</p> <p>SENCo is observed every half term by the SEN governor with feedback given and report written.</p> <p>SENCo and teachers also have performance management with feedback by the head teacher.</p> <p>LSA's have a performance management with feedback on their groups and teaching.</p> <p>Analysis of CPD (Continuous Professional Development)</p> <p>Regular liaison between teachers and LSA's to evaluate strategies used for lesson planning and short-term targets on weekly objective sheets for SEN children ensuring continuity.</p>
<p>The name and contact details of the SEN co-ordinator.</p>	<p>The Special Needs Policy is published on the school's website and contains the contact details for the SEN coordinator. The SENCO is a qualified teacher and regularly attends courses. The school has all the relevant SEN documents.</p>
<p>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist</p>	<p>LSA's are employed and trained to support special needs children in all classes, and support during lunch and play times if needed.</p> <p>LSA's are used to run special programmes as required the following: e.g. speech and language programmes involving speech production, understanding and use of language, social use of language, phonological awareness skills..</p>

<p>expertise will be secured.</p>	<p>LSAs teaches small focused groups for assistance with Numeracy and Literacy</p> <p>Most staff have attended courses on Autism, Dyslexia and Behaviour</p> <p>In school training is arranged for specific SEN topics and medical diagnosis for LSA's, teachers and Mid-Day assistants</p> <p>Regular opportunity is given to LSA's and SENCo to attend courses on particular SEN topics and give feedback at LSA meetings run by SENCo.</p> <p>The LSA's that run any small focussed groups or 1:1 support are required to complete monitoring sheets for each session or group of sessions. These are then fed back to the class teacher who in turn is able to feed this information in to day to day class teaching. The monitoring sheets are then evaluated on a half termly basis by the LSA and class teacher. This is then monitored by the SENCo who then sets future targets. These are based on any weaknesses identified</p> <p>SENCo liaison meetings as necessary with all LSA's to discuss programmes, feedback on courses and SEN children and regular workshops to train up new or less experienced LSA's.</p> <p>Termly SENCo cluster meetings are held for Secondary and Primary SENCo's from the North Chelmsford Local Delivery Group, covering a range of SEN topics with speakers.</p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Specialist resources are used to aid learning across the school. These include Specialist resources are used to aid learning across the school. E.g. sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light reward systems, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, speech and language programmes, writing programmes.</p> <p>We also have two fully equipped disabled toilets which are based at each end of the school. The school itself is all on one level and is easily accessible with any physical aids. We have a mobile classroom based outside of the main school building for our Year 6 class, this has a ramp for disabled access and a toilet area with disabled facilities such as handrails.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.</p> <p>All monies used for specialist equipment is utilised from the SEN budget; Statement allocated budget or from the pupil premium funds of SEN children.</p>
<p>The arrangements for consulting parents of</p>	<p>Termly meetings are arranged to update One Plans formally and distributed to parents.</p>

<p>pupils with special educational needs.</p>	<p>SENCO is available on Mondays and Tuesdays to discuss progress of their children</p> <p>SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice.</p> <p>SENCO attends multidisciplinary meetings at the hospital with parents if invited by them.</p> <p>Parents of children who are statemented or have an EHC Plan are invited to discuss their child’s progress at the annual review</p> <p>Parents of children who are statemented are invited to a separate Annual Review in Year 5 for the amendment of the EHC Plan ready for secondary school.</p> <p>Parents of children who have and EHC Plan are invited to discuss transitional provision with the potential secondary school at a Transitional Review</p>
<p>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Children on the SEN register are made aware of the targets and are informed about their progress on a regular basis. The targets are discussed with the child so he/she is aware of them set any interventions involved to achieve this. Pupils are then invited to make a contribution to the child view section of the review.</p> <p>Annual review meetings are held for children with an EHC Plan to analyse old goals and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting.</p> <p>Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards, team/house points, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes</p> <p>Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility. In the past SEN pupils have been represented on the school council and have been prefects.</p>
<p>Any arrangements made by the governing body or the proprietor relating to the treatment of</p>	<p>The procedure for complaints is highlighted in the School handbook and website.</p>

<p>complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	
<p>How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</p>	<p>Relevant Policies: Code of Practice. Health and Social Care Act</p>
<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</p>	<p>The contact details of all support services are available within the SEN policy. Other specialist service contact details are given to parents as and when needed.</p>
<p>School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</p>	<p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL TO THIS SCHOOL</u></p> <p>Where children are transferring from pre-school, all children who were on the SEN register remain on the SEN register at this school. All provision programmes and outside agency support in place at pre-school continue at this school.</p> <p>All SEN children may visit this school on several occasions to familiarise themselves with the staff, school structure, including toilets, hall, playground etc.</p> <p>When a Preschool child with SEN is due to start at Chancellor Park School, The SENCo will carry out visits to preschool settings to meet, observe and discuss the child in order to gain a good level of knowledge about the child. The LSA and the Class teacher of the child may also visit the preschool setting to carry out observations and to get to know the child as well as meet with the parents to</p>

	<p>agree the best induction process.</p> <p>The SENCo will also contact the parent prior to the child starting school in order to gain a well rounded understanding of the child and to build relationships with the parent. This meeting may be in the school or the child’s home environment.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</u></p> <p>According to The Education Act 1996 s. 317 the SENCO ensures that where a pupil has special educational needs, those needs are made known to all who are likely to teach him</p> <p>At the beginning of a new academic year, the SENCO will inform teachers and their LSAs about the SEN children in the class and provide them with the summer term’s SEN targets and any other medical information. Relevant courses will also be arranged.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM THIS SCHOOL TO SECONDARY SCHOOL</u></p> <p>Where children are transferring to Secondary School, the SENCO will meet SENCO’s of each secondary school to transfer SEN information. All SEN school records will be passed on to secondary school or any other school the child may transfer to regardless if the child has been removed from the register or is borderline to go on to the register. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.</p> <p>Parents of children who have an EHC Plan are invited to discuss transitional provision with the potential secondary school at a Transitional Review</p> <p>Parents are invited to complete a form highlighting any difficulties they think may hinder their child’s progress at the secondary level.</p> <p>Pupils give their views on any worries they may have regards to secondary school. This is forwarded on to the secondary school.</p>
<p>Information on where the local authority’s local offer is published</p>	<p>SEN Policy SEN Provision Review School website and handbook</p>

