

St Chad's C of E Primary School: Our Local Offer for Special Educational Needs and/or Disability



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St Chad's C of E Primary School: Our Local Offer for Special Educational Needs and/or Disability

How we identify and assess needs

How will you know if my child or young person needs extra help?

We identify children's SEND needs by:

- Talking to nurseries and previous schools about a child's needs before children arrive at St Chad's
- Visiting known children with SEND in early years' settings before they arrive at St Chad's
- Undertaking our own observations, checklists and assessments to identify learning needs within school
- Receiving information and report from health practitioners and other professionals about children's needs
- Speaking to the SENDCo of the previous school and as well as parents to ensure as much information as possible is known about the child
- Tracking a child's academic progress through teacher observation, feedback and formal assessment.
- In the new SEND Code of Practice, section 6, SEND pupils can be characterised by progress which;

o Is significantly slower than that of their peers starting from the same baseline

o Fails to match or better the child's previous rate of progress

o Fails to close the gap between the child and their peers

o Widens the attainment gap.

First Steps to Identification: If School thinks your child needs extra support, we will always talk to you about this.

Our first step to identify a child with SEND is to :

- Identify the concern from our observations, information and assessments. The school identifies children using a range of sources including internal assessments, progress over time, external agency information and medical information. St Chad's assesses children at half termly intervals and again at the end of each term. We use a range of different assessments for all children alongside teacher assessment and statutory assessments. Should the year group assessment not be appropriate for a child with SEND an alternative year group's test may be taken by the pupil.
- If pupils are working below National Curriculum levels, teachers will use the Engagement Model to assess the child's strengths in non-academic areas.
- Teachers will then contact parents/carers to arrange a telephone meeting or request a face to face meeting for a discussion about their concerns and agree a series of strategies or next steps to be taken
- The teachers will refer to the SENDCo after putting in place different strategies with your child in their classrooms
- Discussions with class teacher and SENDCo are undertaken as and when required as part of a graduated response
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The SENDCo, Mrs Bee, will make sure that all necessary school staff are aware of your child's needs and worries.

- If your child has been identified with extra educational needs, an Individual Learning Plan will be written with the teacher and shared with you and your child.
- If your child has medical needs, a care plan will be written and shared with you.

How we identify and assess needs

- All staff have access to these plans. The plans identify how your child should be helped to succeed and make progress. These plans will be reviewed regularly.

Early Help and Intervention

We have the following programmes for early help/intervention:

- We have a Graduated Response at St Chad's to help us ensure that we provide the right level of need when a child needs it – teachers, with support from the SENDCo, **ASSESS** the child, **PLAN** appropriate interventions, **Do** – carry out the interventions on a regular basis and **REVIEW** progress made by the child on a half/termly basis.
- We use external agencies to support us to provide for your child's needs such as CAMHS, MPFT, Social Services and the NHS.
- We can undertake Early Help Assessments to help indicate where you and your family may need the most support at a given time.
- We give the upmost priority to safeguarding children's welfare and are guided by Staffordshire Safeguarding Board to ensure children are kept Safe in Education at all times. We adhere to the DFE document: Keeping Children Safe in Education: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf
- Our Family Support Worker, Mrs Rowley, works closely with a number of children and families at St Chad's, and should you feel like you might need some extra support, please get in contact with Mrs Rowley via the school office 01543 226080 or office@st-chads-lichfield.staffs.sch.uk

What should I do if I think my child or young person needs extra help?

The 'Open Door' policy of St Chad's means that we encourage parents/carers to make contact with the school whenever you have a concern yourselves about your child's learning.

At St Chad's we welcome open and honest communication. If you have a concern about your child, Mrs Bee (SENDCo) is available to speak to you. **We always encourage you to speak to your child's class teacher first.**

Points you may want to think about before meeting with your class teacher of the SENDCO are:

- Why do you think your child has SEND?
- What needs do you feel your child has that are of concern?
- Does your child learn at the same rate as other children?
- Did you or child have a difficult pregnancy?
- Did your child meet all of their early learning goals: 2 year check?
- How do you feel school could help you?
- What are you able to do to help? What successful strategies are in place at home which could be useful to know about in school?
- Please bring any reports or information you have about your child's needs.

How we identify and assess needs

If you still have concerns after speaking with your child's class teacher, please do the following:

- Speak to the school's SENDCO Mrs Bee on 01543 266080 via the school office or by email to: office@st-chads-lichfield.staffs.sch.uk
- Should you still feel that your concerns have not been addressed, then contact our Head of School, Mrs Aitken via the school office.

SEND: Code of Practice 2014:

St Chad's adheres to the SEND: Code of Practice 2014

- The Code of Practice defines a child with a learning difficulty as a child that has:
 - o A significantly greater difficulty in learning than the majority of others of the same age.
 - o A difficulty that prevents him/her from making use of educational facilities of a kind generally provided for others of the same age.
 - o A physical or mental impairment which has long term* and substantial** adverse effects on a child's ability to carry out normal day to day activities
- o NB: * long term is more than one year
o NB: **Substantial is more than minor / trivial

Where can I find the setting/school's SEND policy and other related documents?

The SEND Code of Practice can be located at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

St Chad's are part of the Arthur Terry Learning Partnership:

ATLP information can be located through the ATLP website at: <https://atlp.org.uk/>

St Chad's Policies:

All of St Chad's policy information can be located on the school website: <https://www.st-chads-lichfield.staffs.sch.uk/> by clicking on the 'Our School' link on our home page or going directly to <https://www.st-chads-lichfield.staffs.sch.uk/our-school/behavior-policy> to locate all of our school policies

including:

- SEND School Information Report
- Accessibility Plan
- Assessment Policy
- Admission Arrangements
- Medicines Policy
- Inclusion and Equality Information
- Safeguarding Policy

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

The SENDCo, Mrs Bee, will make sure that all necessary school staff are aware of your child's needs and worries.

- If your child has been identified with extra educational needs, an Individual Learning Plan will be written with the teacher and shared with you and your child.
- If your child has medical needs, a care plan will be written and shared with you.
- All staff have access to these plans. The plans identify how your child should be helped to succeed and make progress. These plans will be reviewed regularly.

In our school we make provision for pupils with all types of Special Educational Needs and Disabilities.

- All children in school have support within lessons through quality first teaching, differentiation and precision teaching strategies. This means that learning activities are planned according to the level the child is working at, so that they make continuous progress from their individual starting points.
- St Chad's is a fully accessible school. As a school, we would always make adjustments to ensure that all children are fully included.

Planning the Support:

Should a child require significant long term additional support, St Chad's follows the processes of a Graduated Response. This means that your child's support reflect the level of need required and is considered carefully of a regular basis. The SEND Graduated Response process follows the minimum termly cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice, each term. Within each cycle the following may occur:

Step 1: Assess / Do

- o Formal assessments take place and/or the teacher indicates that the child is not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Wave 1 Quality First Teaching are made.
- o The class teacher will inform Parents/carers of the concern verbally.
- o The class teacher will inform the SENDCo of their initial concern and the actions they take.

Step 2: Assess / Do

- o If a concern continues over time, further support / adjustments will be made to support the child for minimum 6 weeks by the class teacher.
- o The teacher monitors and reviews the outcome of the additional support / adjustments
- o If further intervention may be required, class teachers will raise this at a Pupil Progress meeting with the head teacher which are held termly – although they are able to discuss their concerns with the SENDCo at any time.

Step 3: Review / Plan

- o The SENDCo reviews evidence with class teacher / assessment outcomes / external agency information and discusses the pupil with the class teacher.
- o If the child meets SEND criteria, the SENDCo will contact parents to discuss their child in initial meeting, where the current needs and support required is discussed.
- o The teacher may write a Learning Plan after this meeting and the parent is requested to sign and return the support plan.

Teaching, Learning and Support

o The SENDCo notes the provision in place on provision map & then adds child to the school's SEND Register, ensuring additional provision is put into place.

Teaching, Learning and Support

o If the outcome of the meeting does not result in the child meeting the criteria for the SEND register, the SENDCo will encourage the class teacher to continue to monitor the child, support them in providing Quality First Teaching resources and arrange to discuss any progress made at the end of the next review cycle.

Step 4: Formal Registration of SEND and Learning Plan (Do)

o A Learning Plan records the targets and support needs of a child on the SEND register.

o A Learning Plan is used for planning and preparation: It is a working document to inform teaching staff, support staff and parents of the child's current identified needs

o A Learning Plan is shared with other staff working with child and support put in place by the class teacher as agreed with the SENDCo during the term.

Step 5: Review

o A Learning Plan is reviewed 3 times a year with the class teacher, parents and SENDCo: December, March and June – at the end of each academic term when we hold our SEND Review evenings.

o These meetings allow for any changes in pupil needs to be shared, which may result in the pathway of support being changed.

- These SEND Review meetings may lead to:

o Removing the child from the SEND register as good progress has been made and the class teacher feels QFT techniques will be enough to support your child in class.

o Continued SEND support with new Learning Plan targets written by teacher (with advice and agreement with the SENDCo)

o A referral to outside agency by SENDCo for additional advice or support

o An application for an EHC plan (if there is sufficient evidence to meet Staffordshire Criteria)

How will the curriculum and learning environment be matched to my child or young person's needs?

Differentiation:

- Differentiation is made through a range of strategies for children at St Chad's. Differentiation is "making sure all children can access learning, regardless of ability so that every child feels supported and challenged."
- Differentiation may occur as a whole class, small groups or on a 1:1 basis.

Scaffolds:

- A scaffold is a physical learning aid: this may include the use of additional resources, reference materials, practical aids and physical equipment such as a word mat/vocabulary list, partially completed task, a modelled example, a writing frame; a multiplication grid or visual images. The use of these does not necessarily mean that your child has SEND.

Support:

- Support is when a person helps a child with a task such as an adult, Learning Support Assistant or peer for example leads or develops a discussion further through questioning, prompting and/or additional modelling.

Teaching, Learning and Support

Challenge:

- Challenge is provided through activities that are given to stretch pupil's individual abilities irrespective of their individual need to aid further progression in learning for example: an investigative task, a request to explain or justify thoughts or idea with evidence, proof or an example; or show further application of skills and knowledge in a new context.

At St Chad's

- Our teachers adapt what they are teaching or the way they are teaching to help children learn and progress in the best way possible.
- Staff have received Quality First Teaching training and they use this as part of their everyday practice within the classroom.
- Extra support can be given in a small group by the teacher or a Learning Support Assistant. This kind of support is provided in the classroom.
- Additional support can also be given to children by an adult for short times during the day, or over a week to support them to learn specific skills, this may include short interventions out of the classroom.
- Children with special educational needs and /or disabilities will have individual Learning Plan targets that show what they need help with.
- The school will seek advice from a specialist support teacher or other professionals if required.

Additional Learning Support:

- Additional learning support is available through our Graduated Response. All children access wave 1: Quality First Teaching; Some children access wave 2: Small group tuition / intervention through either a targeted support programme to ensure pupil progress or because they are registered on the school's SEND register and have a Learning Plan. A few children in school may have specific 1:1 support as their needs are significant and their need is identified through an Education Health Care Plan (EHCP).

Overseeing the curriculum:

- The school's wave 1 Quality First Teaching provision is overseen by the Head of School, Deputy head teacher and individual subject/faculty leaders
- The school's wave 2 Targeted Small group provision is overseen by the SENDCo
- The school's wave 3 1:1 Support is overseen by the SENDCo.
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Reasonable Adjustments for examinations:

- Reasonable adjustments for examinations are made and put in place prior to examinations. These can include a range of support including seating arrangements, reading support where allowed, the provision of scribe and additional time depending on the child's needs.
- All applications for examination adjustments are based on criteria set by the examination board and have to be made by the school to the examination board prior to the examination. The time scale is determined externally.

Teaching, Learning and Support

How resources are allocated to meet children or young people's needs?

SEND Budget Allocation

- Any monies devolved to school for SEND are used to facilitate the support and learning of those who need it. Budget allocations provide:
 - SENDCo: The school SENDCo provides support to staff, parents and children in order to coordinate the provision within the school, ensuring the needs of SEND children are met through the Graduated Response SEND Review process in line with the SEND Code of Practice.
 - Teachers: All teachers are teachers of SEND and are trained to enable them to meet the variety of needs of pupils in their class through Quality First Teaching. Teachers receive regular training with regard to SEND.
 - Learning Support Assistants: Additional class support is provided through the employment of LSAs to support teaching staff to work with identified pupils within the classroom, in small groups or on a 1:1 where directed.
 - Resources: A range of scaffold resources and equipment, such as table prompts for literacy and maths, physical support like pencil grips, writing slopes, emotional resources such as social stories is provided for children with identified needs.
 - Support programmes: Provision of identified individual support where required including specialised pastoral care programmes, Social/Emotional Support programmes, lunchtime support and physical support. We have 2 ELSA trained staff members who can support pupil's Emotional Literacy needs.
 - Where children may have a significantly higher level of need, school may, in conjunction with parents and external agencies apply for an Education, Health Care Needs Assessment (EHCNA) guided by county criteria. Should the local authority agree to formally assess the child, the result may lead to an Education Health Care Plan (EHCP). Where an EHCP is in place, school will allocate resources to meet the objectives of the plan and enable pupil progress as a priority. In this scenario, the school is required to place the first £6,000 of support (10 hours) for the child before the local authority provide any additional financial support.
 - For highly significant needs, additional needs funding can be applied for through the local authority.
 - Our setting meets further need through our Graduated Response. This includes graduated levels of support in school, through our SEND review process and can involve external agency support. This is supplemented by access the District SEND and Inclusion Hub within Lichfield, where SENDCos from across the district work to support each other in order to meet and respond to needs within the locality.
 - SEND pupils in our Early Years setting who may need additional support are assessed by the local Early Years Forum and our nursery staff are trained to request DAF funding from Staffordshire County Council. If approved, a one-off sum of £620 will be allocated to the school budget, which can then be spent on resources and training to support our nursery SEND pupils.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

Decisions about my child's support:

- Children are supported within class as part of the school's normal support systems within school should they need additional support. These decisions are made by the class teacher and overseen by the Head of School/SENDCo/Deputy head teacher on a termly basis.
- Should your child require specific additional support that is 'different from' or 'additional to' the normal school curriculum and support mechanisms within school, then communication with you will be in order to discuss the additional need your child may have.

Teaching, Learning and Support

- A SEND review meeting undertaken 3 times a year by the class teacher (and SENDCo if necessary) to share a pupil's Learning Plan at the end of each term.
- Parents/carers of children with significant SEND needs may also be involved in an annual review: Children with an Education Health Care Plan also have an annual review that is held at least once a year that involves parents.

As a parent your opinion matters to us - parents are encouraged to contact school at any time should they have a concern or worry about their child's support or simply wish to discuss their child at any time

How will equipment and facilities to support children and young people with SEND be secured?

Equipment and Facilities

St Chad's secures equipment and facilities to support children and young people with SEND by:

- Ensuring the wider curriculum is well resourced with scaffold aids to meet National Curriculum needs
- Ensuring that recommended schemes of work are backed by recognised research within the educational field including recommendations from the Education Endowment Foundation.
- Ensuring the wider curriculum including targeted provision and small group work session follow recommended programmes
- Ensuring recommendations from external agencies are put into case where possible and recommended resources are purchased to support learning.
- Ensuring physical aids and adaptations are sources through physiotherapy and occupational therapy services where identified by therapists.
- Funding for equipment and facilities is budgeted through the school's financial planning and any additional funding that may accompany an Education Health Care Plan or additional funding application, such as DAF funding in Early Years.
- Occasionally equipment and resources are donated to school to support children with their learning or purchased through the school's own fundraising streams (PTFA)

Examples of equipment and facilities may include, outdoor furniture for Early Years, sensory items e.g. ear defenders, calm-tents, chewies, wobble boards, weighted blankets, bubble machines, mirrors, fidget toys etc, ICT equipment, writing aids e.g. pencil and pen grips, writing slopes, coloured overlays etc, social story books and games, intervention programs e.g. Word Wasp, Toe-by-Toe, RWI, ELSA and additional staffing and training.

How will you and I know how my child or young person is doing?

Assessment of a child's progress is undertaken through a variety of assessment methods including:

- Teacher assessment and developmental feedback
- Formative Assessments made to inform next steps and teacher planning to address any misconceptions
- Summative assessments at the end of each term, such as NFER tests in Reading and Maths.
- KS1 phonic assessments, all Y1 pupils will take part in a Phonics Screening set by the government to check their phonics knowledge. This happens in May.
- Y4 times table assessments, all Y4 pupils will be tested on their times table knowledge in June. This is set by the government.
- External assessments specific to an identified need, such as observations and screening conducted by the Autism Inclusion Team, the Hearing Impairment team, Educational Psychologist etc

Teaching, Learning and Support

Pupil's Progress:

Children should make progress in accordance with

- The National Curriculum End of Key Stage Statements - <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
- Key Priority Indicators – these inform teachers of skills the average pupil in their class should be able to evidence independently by the end of the year (also known as Age-Related Expectations)

Progress made by your child is considered on a termly basis. You will know if your child is making progress through:

- Talking to your child about their work at school
- Supporting your child with their homework tasks
- Receiving feedback by telephone, Teachers2Parents message or face to face when necessary.
- Receiving written reports about your child
- Attending parents' evenings
- Attending additional meetings to discuss how you can help, with the class teacher or SENDCo

You are also able to see how your child is progressing through:

- Your child's reading record – parents should be writing in these every time they listen to their child read. Teachers/LSAs will write in records at least once a week during Guided Reading sessions or 1:1 sessions.
- Home / school communication books for some identified children
- Attending information workshops and parent information sessions
- Contacting school at any time to discuss your child's progress
- Parents of pupils with SEND will also be invited to attend termly SEND review evenings to discuss progress against their child's individual Learning plan targets.
- Parents of pupils with an EHCP will be invited to attend annual review meetings to discuss progress against their child's end of key stage outcomes.

How will you help me to support their learning?

At St Chad's we operate an open-door policy and welcome parents to approach us should they need support in helping with their children's learning or should they have a concern.

- We always suggest speaking with your child's class teacher first before contacting the school office to arrange a meeting with the SENDCo, Deputy Headteacher or Head of School. They will want to know what steps you and the class teacher have already taken to address any concerns.
- Our Family Support Worker Mrs Rowley is also available to help families with non-academic concerns and can offer guidance and support for the whole family, not just the child.
- Should you need further support, school can make referrals to appropriate outside agencies on your behalf.

Teaching, Learning and Support

- We offer parent workshops in school for various curriculum areas throughout the year, including phonics, reading, online safety, maths mastery and Messy Church sessions.
- In Early Years, Stay-and-Play sessions are held to allow you to come and spend time with your child and experience a morning or afternoon in their classroom.

Support your child at home

You can help support your child at home by:

- Ensuring your child attends school every day and is on time.
- Preparing your child for any new experiences or changes that may be occurring at home or at school
- Sitting with your child and encouraging them whilst they complete their homework tasks - projects, times tables, phonics etc
- READ WITH YOUR CHILD EVERY DAY
- Attending parent workshops to develop your knowledge about how your child is being taught.
- Use Teachers2Parents to maintain communication with school and receive information from school about your child.
- Get to know the school's website so you are familiar with the school's expectations, curriculum and support mechanisms
- Where possible, provide additional experiences for your child outside of school to develop their social skills and cultural experiences – clubs, days out, park visits etc.
- Read the school's newsletter and share this with your child
- Keeping medical appointments so that your child doesn't get discharged without being seen by a professional
- Supervise your child's online use including gaming, social media and use of mobile phones / tablets, ensuring this is age appropriate.
- You can contact always contact your child's class teacher for specific information to help support your child at home.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

Involving SEND Children in planning and reviewing their education.

- All SEND pupils have a Learning Plan book which they use to evidence any work/interventions they complete independently or with an adult to support their learning plan targets.
- All SEND pupils are talked through their Learning Plan targets by their class teacher or LSA so that they are aware of what they are working on and what they need to do to make progress.
- Progress and achievements are celebrated with the child regularly.
- Children with SEND are asked to complete SEND questionnaires in school to find out individual viewpoints with support from the SENDCo or a familiar adult.
- Children with SEND are regularly asked about their learning in class and their views.
- Children with SEND are encouraged to contribute their views on their learning prior to SEND meetings and parents' evenings.

Teaching, Learning and Support

- Children with SEND meet with the SENDCo to talk about their learning.
- Children with SEND may meet external agency representatives to talk about their learning and learning needs.
- Children with SEND are given verbal feedback in class as well as written feedback, where applicable, to keep them up to date in their learning.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

Effective Provision

- Class teachers create a termly provision map showing all the additional targeted support being put in place for children in their classes. This is then shared with the SENDCo who reviews all interventions taking place across school
- The SENDCo creates a provision map on the SEND register showing all the support being put into place for SEND children
- All provision maps are reviewed at least termly and outcomes and impact measured after SEND Review evenings and pupil progress meetings with the Head of School.
- Parents/carers of children with SEND are notified of their children's target on their child's Learning Plan which is discussed with them by the class teacher/SENDCo at the end of each term.
- Children with SEND gain feedback from the teachers and LSAs working with them and they are encouraged to share their ideas about what they feel they need additional support with, which can impact on the support they receive.
- Children with SEND are encouraged to share their views on the support they receive so that they are involved in the decision making process.
- Parents are encouraged to provide feedback to school about their thoughts and experiences at any time either in person or through formal survey opportunities at different times to obtain parent/carer viewpoints.

Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Handover arrangements at the start of the school day:

- Children are asked to enter school via the front blue gate, onto the Key Stage 2 playground, having left parents, and walk to their classroom, where they are met by an adult – usually the class teacher.
- A member of SLT and one of our Safeguarding Leads will greet children and parents at the gate and are available to pay on any messages to the school office/class teacher.
- Children with 1:1 provision are met by the designated Learning Support Assistant if necessary.
- Children who are late are asked to go to the main school office where they can be signed in.
- Any communication by parents/carers is encouraged to be made through the school office rather than on the door to prevent delays in registration and diminished supervision – please note that teachers will be unable to meet with parents on the gate. If you require an appointment, please liaise an appropriate time with the school office.

Keeping students safe and supporting their wellbeing

Break and Dinner Times

- Classes are supervised at all times by LSAs at break times and Lunchtime supervisors during lunchtime.
- Quiet areas on playgrounds are available for those children wishing to use them
- Children with an Education Health Care Plan stipulating the need for lunchtime supervision are given a designated person to ensure their safety during lunchtimes for the stipulated time in the EHC Plan.
- All lunchtimes supervisors and staff are first aid trained and DBS checked.
- Separate arrangements are made for children with medical needs, allergies or significant conditions on a case by case scenario

Staying safe moving between classrooms

- Where possible children's movements around school are minimised.
- Children are reminded to walk sensibly around school.

Keeping students safe and supporting their wellbeing

- Any movement between classrooms is supervised where possible.
- Children with physical needs are monitored carefully during movement periods – moving at the back of a line or with assistance where necessary
- Children with Social Emotional Mental Health Needs may have alternative arrangements.
- Children move safely and quietly around the building to change lessons, go to break/lunchtime or move to Worship
- Where possible, external doorways are key code protected to ensure children's safety whilst on site. All external gates leading off site are kept locked at all times and are only opened by a staff member to allow pupils to enter and exit at the appropriate times, under supervision.

Educational Visits & Risk Assessments:

- Risk Assessment for all educational visits are made using Evolve Online
- Risk assessment are also made for children with significant medical needs or social/emotional needs
- A range of generic risk assessment exist in school for everyday occurrences such as the safety of classroom environments, PE lessons, personal care etc.
- Individual risk Assessment for some children are made for educational visits in order to ensure the activities are as safe as possible for them. Should a risk assessment show that an activity is not safe for your child, then you will be notified and the concerns discussed.
- Parents are encouraged to notify school with any considerations regarding risk assessment that need to be considered for their child on school visits irrespective of their child's needs.
- Occasionally a risk assessment may prevent your child from attending an educational visit – this will be discussed with you so that any possible solutions to the risks can be discussed.
- Should a pupil, event or personal need require an individual risk assessment, these are written on an individual case by case basis.

Keeping students safe and supporting their wellbeing

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

Pupil Well being

- All pupils and pupils with SEND are listened to and their views taken seriously.
- All staff have undergone professional development training for well-being.
- St Chad's aims to be a bullying free school and all children are taught that bullying is not tolerated in school. Weekly PSHE lessons support our school ethos and offer practical advice to pupils on what bullying looks like and how to get help if needed. Weekly Computing lessons always begin with online safety reminders, and all pupils learn about online bullying and what this may look like.
- Children are encouraged to report any incidences of bullying to a member of staff they feel comfortable to talk to / class teacher.
- All classrooms have worry boxes/worry monsters to allow children to submit a concern without a conversation.
- All children follow the school's Jigsaw programme (PSHE) that addresses pupil wellbeing alongside social and emotional development using MyHappyMind programme.
- The schools anti bullying/behaviour policy can be located on the school website: <https://www.st-chads-lichfield.staffs.sch.uk/our-school/behavior-policy>

Making relationships at school:

- Staff meet and greet pupils at both morning and afternoon sessions – class teachers are responsible for their class's social and emotional development and well-being.
- All children are encouraged to be friendly towards others and there is a high expectation that children remain polite towards others throughout their time at school
- Every class undertakes circle time / discussion through the school's Jigsaw programme (PSHE) that focuses on personal, social and health related learning each week and where necessary additional sessions are placed should any issues arise.
- Children are given a wide range of opportunities through their learning to build their confidence such as reading out loud, undertaking roles and responsibilities, being a school councillor or a Team Captain.
- Children are monitored by staff closely for sign of stress or distress so that discussions can be held with parents/carers in order to help address any known causes. Daily MyHappyMind sessions support all pupil's emotional and mental well-being.
- Behaviour and bullying policies can be located on the school's website
- Should discussions with yourself and staff feel that a buddy for your child may be beneficial then this can be arranged.
- Peers within school support each other with social and emotional needs as part of our school ethos.
- At St Chad's we have our own Family Support Worker, who works with children on a 1:1 or small group basic. We have 2 ELSA trained staff and 3 staff members who support small nurture and social skills groups. Staff members plan appropriate nurture sessions to support the emotional well-being of specific pupils and will liaise with the SENDCo and class teacher on any areas for concern and progress made. School also has access to external family and

Keeping students safe and supporting their wellbeing

individual counselling support services – please contact Mrs Bee or Mrs Rowley via the school office, should you feel your family or your child may benefit from accessing this service.

How will you manage my child or young person's medicine or personal care needs?

Medicines and personal care needs:

- Any medicines that require administration in school need to be reported to the school office, who will advise you of the latest advice and requirements.
- Any parent of a child with medical needs must complete a care plan for use in school – their child will be added to an internal medical register which is made known to staff and the care plan shared with staff. These are then displayed in classrooms, the kitchen, the office etc where necessary.
- Children who require significant need care plans may be asked to meet with Mrs Bee, the school's SENDCo.
- All teaching staff are trained in asthma awareness and the use of Epi-pens.
- All medical records are reviewed regularly and checked by Mrs Bee. All medicines held in school are checked to be in date on a regular basis.
- Parents of children requiring personal care support are asked to discuss their children's individual needs with school so that a support plan can be put into place and a risk assessment undertaken.
- Copies of care plans, along with any medicine that is allowed to be are kept in classrooms, is kept within a class medical box/first aid kit in your child's classroom so that access to them by staff can be quickly made should the need arise.
- Parents will be notified should your child have a medical need whilst in school.
- Parents are encouraged to arrange medical appointments outside of school hours, however if this is not possible parents/carers are asked to notify the school office in person, by telephone or through the office email: office@st-chads-lichfield.staffs.sch.uk
 - Please refer to our Medicines policy, Health and Safety Policy and Allergy Policy for further information or contact our school office to discuss your child's needs. <https://www.st-chads-lichfield.staffs.sch.uk/our-school/behavior-policy>
 - Should an emergency arrive, parents/carers will be notified ASAP– it is important that emergency contact information is up to date in the school office.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Attendance & Exclusions

- Attendance is monitored very closely by Mrs Aitken (Head of School), class teachers and the school's office.
- Parents receive written warnings of their child's attendance should this become a concern. Support is offered to families who are struggling to get their child to attend school on a regular basis.
- Exclusions at St Chad's are extremely rare. Should this need to occur, you will be contacted by Mrs Aitken (Head of School).
- Should a parent/carer have a concern about their child's attendance, please contact the school office who will signpost you accordingly.
- Should the need occur you may be contacted by your child's class teacher, a senior leader or Mrs Aitken to discuss your child's attendance depending up on the severity of the concern.

Behaviour

- Positive behaviour is reinforced at St Chad's through verbal feedback, team points and certificates.

Keeping students safe and supporting their wellbeing

- Should school have a concern about your child's behaviour, they will contact you. Should your child not make the correct behaviour choices they will be reminded and given the opportunity to amend their behaviour. Should they continue to make poor choices, they may be required to miss part of a breaktime to reflect on their behaviour with their class teacher. Should the poor behaviour continue or if a serious incident occurs, the child will be required to miss a break and lunchtime outside with their peers, again, spending the time with their class teacher reflecting on more appropriate behaviours and looking at strategies of how to manage their behaviour in the future.
- Where a child is struggling to regulate their behaviour, school will be happy to discuss this with you and explain the support on offer at the given time. Individual regulation plans can be drawn up with the SENDCo and class teacher. This may include referrals to external agencies
- Please refer to the school behaviour policy for the latest information on the school's website - <https://www.st-chads-lichfield.staffs.sch.uk/our-school/behavior-policy>

How do you support children who are looked after by the local authority and have SEND?

Looked After and Previously Looked After children.

- We work closely with Staffordshire Local Authority 's Virtual school as well as any out of county authorities' virtual schools regarding looked after or previously looked after children.
- Each Looked After child will have a Personal Education Plan that require reviewing by the local authority each term and an independent review that should occur bi-annually. School works closely with involved external agencies to ensure that these reviews are undertaken.
- Mrs Bee is the designated teacher that liaises with the external agencies regarding Looked After Children, with support from Mrs Rowley, our Family Support Worker.
- Please refer to the school's Inclusion and Equality policy for the latest information on the school's website - <https://www.st-chads-lichfield.staffs.sch.uk/our-school/behavior-policy>

Working Together

Who is involved in my child's education?

People responsible for my child at school

- Primarily your child's class teacher will be the main person involved with your child's education.
- They may be supported by other teaching staff or support staff however, your child's class teacher is the main person.

Others responsible for my child

- Adults with parental responsibility are responsible for their children.
- Should your child be subject to a care order or court order, please let school know and safeguarding arrangements can be made to ensure that your child remains safe whilst at school
- Children are only released at the end of school to designated adults who are nominated on the school collection form – it is a parent's/carer's responsibility to make sure school is aware of who your child is allowed to be collected and not collected by. **Please note, we do not allow pupils to be collected by older siblings who are themselves younger than 16 years old.**
- Although Grandparents and family friends may be responsible for your child at certain times, it is important to know that they do not have parental responsibility unless under special guardianship or court order and so information will not be shared with them without your knowledge.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

Information sharing;

- School follows GDPR guide lines
- The SENDCo ensures that all staff have relevant and up to date information about the pupil's in their care.
- Parents are encouraged to share information with their child's class teacher, however, they can also share information directly with the SENDCo – either way the information is shared between the two.
- Communication occurs via email, TEAMS meetings, telephone appointments and through face to face meetings both formally and informally through the term.
- Should your child have a diagnosis that the SENDCo or staff are not aware about, then the utmost will be done to ensure that staff are made aware of the needs and your help as a parent will be welcomed to share what you know about your child's needs.
- Medical needs of your child will not be shared by medical professionals without your direct consent to them. It is therefore important to share your child's medical needs with school as they will not automatically be made aware of them.
- Information from previous schools / high schools is shared via telephone or face to face verbally prior to transition so that staff are aware of a child's known needs. This remains subject to GDPR regulations. Paperwork for your child will only be passed on once a child is registered with the school.

What expertise do you have in relation to SEND?

Expertise in relation to SEND

Working Together

- The SENDCo has a large amount of experience within the field across the primary phase and beyond.
- The SENDCo undertakes termly training to maintain knowledge and awareness of SEND related issues both locally and nationally
- The SENDCo and Head of school work closely with the District SEND and Inclusion Hub in Lichfield.
- The SENDCo has undertaken NASEN (National Association of SEN) training courses through the local authority.
- The SENDCo works closely with specialist services relating to SEND to ensure the most effective support is in place for pupils of SEND at St Chad's.
- All staff undertake regular professional development in relation to SEND and child protection
- All staff are aware of the SEND Code of practice and in particular section 6
- Identified staff undertake specific training in relation to priority areas such as autism or social emotional mental health needs
- Identified staff undertake specific training in relation to specific SEND programmes of support such as speech and language programme
- School has six Safeguarding leads within the setting.
- The SENDCo attends termly local authority network / update meetings; is involved with the district SEND and inclusion hub which meets twice every term; the Lichfield locality management group which meets twice every half term in order to maintain knowledge and understanding of children's needs, local, district and national information.
- The SENDCo have recently undergone training by NASEN to enable effective SEND school reviews in Staffordshire.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

Relationships with External agencies

- The school works hard to develop and maintain relationships with a wide range of external services. These include:
 - o Universal medical services including paediatricians, well-being service, occupational therapists, and physiotherapists.
 - o Speech and language therapy services
 - o Local Authority Early Years forum
 - o Family Support services
 - o Educational psychologists
 - o Local authority Autism Inclusion Service, virtual school and outreach support services including Rocklands Specialist school setting
 - o Child protection services.

Relationships with the school Governors.

- The SENDCo has a strong relationship with the School's SEND advocate. The SENDCo and SEND advocate meet every term to discuss developments from the SEND Action Plan.

Who would be my first point of contact if I want to discuss something?

First Point of Contact:

- If you think your child may have SEND or might need extra help, **first speak with your child's class teacher** by contacting the school office and requesting an appointment on 01543 226080 or email them via office@st-chads-lichfield.staffs.sch.uk

Working Together
<ul style="list-style-type: none"> • If you still have concerns after speaking with your child's class teacher or wish to speak directly to the school's SENDCo please contact Mrs Bee via the school office. • Should you feel your concerns remain unaddressed, then please contact Mrs Aitken our Head of School via the school office.
Who is the SEN Coordinator and how can I contact them?
Mrs Bee is the SENDCo at St Chad's and can be contacted via the school office on 01543 226080 or office@st-chads-lichfield.staffs.sch.uk
What roles do your governors have? And what does the SEN governor do?
<ul style="list-style-type: none"> • Our SEND advocate at St Chad's is Lori Harvey. Our Vulnerable Children's advocate is Helen Smart. • They work closely with Mrs Bee, the SENDCo to ensure the provision of SEND and vulnerable pupils is appropriate and rigorously monitored. • Our SEND advocates meet with the SENDCo termly to discuss SEND
How will my child or young person be supported to have a voice in the setting, school or college?
<p>Having a viewpoint.</p> <ul style="list-style-type: none"> • Your child can contribute their view to class teachers or support staff during class time • Your child can ask to talk to member of staff at any time and they will arrange a convenient time to speak with them. • Your child can put themselves forward for the roles and responsibilities we have in school such as the Eco council, School council, Rights Respecting leader, Spiritual Committee etc • Your child can forward suggestions to their class school council representative • Your child can write to Mrs Aitken at any time with their suggestions. • Your child can contribute to their own parent's evening and /or SEND review meetings • To find out more about pupil leadership at St Chad's, please see our website https://www.st-chads-lichfield.staffs.sch.uk/our-community/spiritual-committee
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?
<p>Parental Involvement</p> <ul style="list-style-type: none"> • Parent views and involvement are always welcome. • Parents wishing to become a school governor should contact the school office for an informal chat with Mrs Aitken. • We are always looking for parent volunteers to help us within school – all prospective volunteers will be subject to a success DBS check • We are open to ideas and suggestion from you.
What help and support is available for my family through the setting?
<p>Family Support</p> <ul style="list-style-type: none"> • Families are encouraged to attend school events and share their worries or concerns with their child' class teacher or Mrs Bee – the school's SENDCo.

Working Together

- Should you be concerned about your family and/or family relationships, Mrs Bee can refer you towards our Family Support Worker Mrs Rowley or the Staffordshire Family Support service who will be able to support your needs further and or signpost you on.
- Should you require additional help or support completing forms or paperwork, please let school know and they will see what can be offered to help you.
- Should you be unsure of who you need to speak to or how to obtain help and support for any reason, please contact the school office.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

Inclusion and Accessibility

- All children with SEND are encouraged to access all of the curriculum. We strive to make our whole curriculum fully inclusive for your child's needs where possible.
- Individual risk assessment may be made in relation to activities, events or need that are used to inform staff, parents/carers so that discussions can be held and decisions made.

Wrap Around Care

- At St Chad's we run our own Wrap Around Care provision, providing support and supervision for all pupils who require it before and after school. Should you like more information, please contact the school office: 01543 226080.
- The Breakfast Club and After School Clubs have been set up to provide a wraparound care facility for the children who attend St Chad's. We pride ourselves in providing a caring, safe and happy environment for children, whilst upholding the school's values and ethos. A variety of activities and facilities are provided for your child's enjoyment including outdoor play when weather permits.
- Our aim is to provide quality childcare in a safe, caring and home learning environment where your child will experience stimulating activities sensitive to the individual needs of each child i.e. race, gender, culture and religion.
- *"The well-run before- and after-school club is valued and appreciated by parents and their children. It provides pupils with a calm and nurturing environment and a range of interesting activities". Ofsted 2017*
- We will expect all children to behave as well as they do during a school day. Staff will adopt the school's approach to behaviour and discipline thus ensuring continuity for the children.
- The Breakfast club will meet in the school hall each day and you should come to the main reception and press the breakfast club bell. You will be asked to sign the register at the reception when you leave your child so we have a record of their arrival and attendance.
- After School Club is run from the modular building at the back of St Chad's School, you can access this by walking across the Early Years playground to the gates, press the buzzer and a member of staff will be able to let you in, you will need to sign your child out when collecting.
- Holiday clubs within school holiday periods subject to confirmation.
- Parents/Carers and Children's viewpoints remain important and these are always taken into account
- For more information please see our website <https://www.st-chads-lichfield.staffs.sch.uk/nursery/overview-of-the-times>

How accessible is the setting's environment?

- Wherever possible, school has been adapted to meet the sensory and physical needs of our pupils.
- The school is a one storey building which has disabled facilities and toilets.

Inclusion & Accessibility

- The school also offers Nursery provision and our own wraparound care. We also have 2 classroom in a modular building that is fully accessible for a wheelchair and inside the modular building is one disabled toilet that is also used for changing facilities.
- All areas of the school grounds are accessible.
- At present we have no wheelchair dependent pupils but we have some parents with mobility impairments.
- On site car parking for staff and visitors includes a dedicated disabled parking bay.
- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- St Chad's Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. Please see our Accessibility Policy on our website <https://www.st-chads-lichfield.staffs.sch.uk/our-school/behavior-policy>

Joining and moving on

Who should I contact about my child or young person joining your setting?

Admission

At St. Chad's we follow Staffordshire's School Admission arrangements: <https://www.staffordshire.gov.uk/Education/Admissions-primary/Apply/Overview.aspx> <https://www.staffordshire.gov.uk/Education/Admissions-primary/Current-arrangements/Overview.aspx>

- Visit our website under 'Parents Tab
- Admissions Arrangements – Please visit <https://www.st-chads-lichfield.staffs.sch.uk/parents/admission-arrangements> or <https://www.st-chads-lichfield.staffs.sch.uk/our-school/behavior-policy> to view our Admissions policy
- Nursery Admission – <https://www.st-chads-lichfield.staffs.sch.uk/nursery/team> or contact the school office for more information. Funded places for eligible 3 year olds is available.

Moving during the year

- Mid-Year Transfer: If you wish to apply for a place at this school other than the Reception September intake please contact the school office, or see the Staffordshire County Council website for more information on deferring your child's place: <https://www.staffordshire.gov.uk/Education/Admissions-primary/Early-delayed-or-deferred-entries.aspx>

Joining and moving on
<ul style="list-style-type: none"> • Mid-year transfer online application ➤ Our Published Admission Number (PAN) is 30 children per year group (Reception to Year 6) ➤ For more information please contact the school office on 01543 226080/office@st-chads-lichfield.staffs.sch.uk
How can parents arrange a visit to your setting, school or college? What is involved?
<p>We hold regular Open Days for prospective parents to view our school and speak with our staff. If you are unable to make an Open day, please contact the office and we may be able to show you around at another time.</p>
How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?
<p>Transition</p> <ul style="list-style-type: none"> • Transition considerations are made for children moving between all phases of their primary education. • Meetings with parents and information regarding this is shared during the summer term • Children moving to Early years are asked to attend play and staff sessions during the summer term • Teachers contact, meet and /or visit school to share information regarding pupils prior to their move when children move between settings • Teachers meet to share information between classes during the summer term prior to transition. Detailed SEND transition plans are shared at these meetings to ensure smooth handover of information about needs and successful strategies. • Additional conversations are held between the SENDCo in settings to transition relevant information – meetings can be held with parents during this period. • Additional conversation can be held with external agencies during the summer term to aid transition. • Visits to the new setting are made within school hours and where needed additional visits are facilitated or encouraged. • Any information regarding the next phase of your child’s education will be shared with you in the summer term. Further information can always be found on the school’s website or on your child’s new school’s website. • Children experience settling in sessions with their new class teacher/LSAs in their new classrooms so that they can get to know the each other. These sessions take place in the Summer Term. • SEND pupils will receive a personalised transition booklet to take home over the Summer holidays with photographs and information about their new teachers and environments to support their transition to a new year group.

Additional Information
What other support services are there who might help me and my family?
<ul style="list-style-type: none"> • St Chad’s office: 01543 241850

Additional Information

- NHS support services - GP: Contact your registered GP
- Special Educational Needs and Disabilities information Advice Support Service (SENDIASS) - <https://www.staffs-iass.org/>
- Staffordshire Connects (Local Offer): <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
- Staffordshire Cares Website <http://helpyourself.staffordshirecares.info/localoffer>
- SEND Family Partnership: 01785 356921 <https://www.staffs-iass.org/home.aspx>
- Code of Practice for SEND 2014: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- British Dyslexia Association: <http://www.bdadyslexia.org.uk/>
- Equality Act 2010 guidance: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Staffordshire County Council Single Point of Access: 0300 111 8007
- SEND Assessment and Planning: 0300 111 8007
- Family Support Service (Tier 2 support): 07741 655709
- Local Support Team (Tier 3 support): 01543 510196
- Community Paediatrician (East): 01283 505160
- Autism Inclusion Team via the Single Point of Access/www.mpft.nhs.uk

When was the above information updated, and when will it be reviewed?

Updated: December 2023

Review date: December 2024

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening?

- Firstly, contact your child's class teacher and discuss your concern
- Next, contact the SENDCo Mrs Bee to discuss the concern further if you remain unhappy.
- If the complaint cannot be resolved with the class teacher or SENDCo please contact the Head of School Mrs Aitken
- For further information please look at the information available on the Arthur Terry Learning Partnership website: <https://atlp.org.uk/about/policies/>

Type of Setting (tick all that apply)

- | | | | | |
|---|--|------------------------------------|----------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input checked="" type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |

Additional Information

- Maintained Academy Free School Independent/Non/Maintained/Private
 Other (Please specify below)

DFE Number**860/3080****District**

- Cannock Lichfield East Staffordshire Tamworth
 Newcastle Moorlands Stafford South Staffordshire

Specific Age range

4-11

Number of places**210****Which types of special educational need do you cater for?**

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input checked="" type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input checked="" type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input checked="" type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

Additional Information

Specialist technology

Comment:

Rebound trampoline

Accessible swimming pool

Outreach and family support

Bought in support services

Sensory room/garden

Hydrotherapy

Medical

Therapy services

Hearing loop