

Chestnuts Primary School

‘Encourage, Enable, Empower – the Chestnuts Way!’

Special Educational Needs (SEN) Policy

At Chestnuts Primary School we recognise and celebrate that all children are individuals with different learning needs. We believe in the achievement, ambition and progress for all children and are very proud of our inclusive, nurturing school community.

Our Motto is...Encourage, Enable, Empower.

Three powerful words.

At Chestnuts we **encourage** learning and growth and inspire children to take risks, taking advantage of the learning community’s diverse strengths.

We **enable** and deliver exciting learning opportunities, allowing discovery, awe and wonder.

We **empower** and develop confidence in all our children and invest in learning opportunities, promoting independence, providing inspiration, and thus developing aspiration.

Here at Chestnuts we don’t aim to be outstanding we aim to be World Class!

What do we mean by World Class?

What does a truly world class school for the 21st century look like?

We believe;

- A world-class school encourages and develops the holistic growth of every child and empowers them to tackle 21st century issues and develop global understanding and is not solely focused on test scores.
- A world-class school encourages and engages children in authentic learning experiences, not standardised learning experiences.
- A world class school actively engages and empowers children in their own learning, and does not have them sit passively in classrooms, waiting for the content to be delivered to them.

We aim to meet the needs of individual children through highly effective teaching and learning.

All pupils receive high quality teaching, our staff have high expectations and aspirations for all pupils.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

Chestnuts Primary School

‘Encourage, Enable, Empower – the Chestnuts Way!’

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCo, specialist teaching staff both within the school and external professionals such as Speech and Language Therapists, Educational Psychologists, Specialist Teaching Team, Audiologist, Occupational Therapists and Child and Adolescent Mental Health Service (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children’s progress, supporting academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of life-long learning and independent living skills for all children.

How does Chestnuts know if your child requires extra support?

- The progress of all pupils is monitored regularly by class teachers. When a pupil is not making expected progress and performing below expected levels in a particular area of learning the school aims to quickly identify the need for additional support.
- In line with the new Special Educational Needs and Disability Code of Practice 2014, the school has a graduated response to individual specific needs.

How should you let the school know if you have concerns about your child’s progress in school?

- If parents/carers have concerns about the progress of their child the first point of contact is the class teacher. The class teacher may then arrange a meeting with the school SENCo (Special Educational Needs Co-ordinator).
- The school SENCo can be contacted via the school office.

How will Chestnuts measure the progress of your child in school?

- When pupils are identified as requiring additional support appropriate intervention programmes and support groups are identified. A baseline assessment is obtained before the pupil joins a support or intervention group, at the end of the intervention the pupil is re-assessed to establish an exit level and monitor progress and the impact of the intervention.
- Pupil progress meetings are held termly, and more often if required, to monitor individual progress.
- Class teachers discuss pupil progress with parents and school colleagues, including the Senior Leadership Team, subject co-ordinators, the SENCo and where appropriate external support agencies.

How will teaching be adapted for your child with SEN?

- Pupils identified with an SEN are supported in a variety of ways including:

Chestnuts Primary School

‘Encourage, Enable, Empower – the Chestnuts Way!’

- Differentiated work to meet individual needs, small group and 1:1 support as appropriate.
- Individualised targeted intervention programmes.
- Specialist support from the Local Authority may be requested by the SENCo, in conjunction with parents and the class teacher. Parental consent is required to involve an external agency.
- Advice on the adaptation of the learning environment to meet a pupil’s specific needs would be sought from the appropriate external agency e.g. Specialist Teacher for Visual Impairment.
- Specialist equipment recommended by Local Authority external support agencies or Health professionals, e.g. Specialist Teaching Team, Educational Psychologist, Physiotherapy, Speech and Language Therapist would be purchased through the Local Authority Top Up Funding for High Needs Pupils.

How are Chestnuts teachers and teaching assistants supported to work with children with an SEN and what training do they have?

- Chestnuts staff have a wealth of experience and expertise.
- The school SENCo supports class teachers and teaching assistants.
- The school identifies whole school training and training needs for specific staff to improve the teaching and learning of children including those with SEN.
- The school staff can attend additional training provided by the Local Authority, School Nurse and other external agencies when required.

How will Chestnuts inform you about your child’s progress?

- A minimum of one meeting a term between the class teacher and parent is held to review and evaluate SEN pupil progress. Additional meetings with external agencies may be held if necessary.

How will Chestnuts support your child when they transfer to another school e.g. at the end of Year 6?

- SEN pupils are supported during transition by the class teacher, teaching assistant, SENCo and Family Support Worker. Depending on the individual needs of the pupil transition arrangements may include a transition plan (passport) and arranging additional visits to the pupil’s new school.

Who can you contact for further information?

- If you wish to discuss your child’s SEN needs further please contact your child’s class teacher or the school SENCo.

Mrs Hannah Njie is the school SENCo and Teacher of the Deaf, she can be contact through the school office on 01908 373748.

Link to Local Authority Local Offer www.milton-keynes.gov.uk/sendlocaloffer

Chestnuts Primary School

'Encourage, Enable, Empower – the Chestnuts Way!'

Our Hearing Impaired Provision

We are VERY proud to be the specialist provision for hearing impaired primary age children in Milton Keynes. Sign Language also supports hearing children who may have additional needs as it removes a communication barrier for so many children.

Hearing Impaired (H.I.) children at Chestnuts Primary School have access to a variety of resources and facilities including; support from a Teacher of the Deaf, a Deaf mentor, Speech and Language support and Specialist Teaching Assistants who are qualified to at least level 2 in BSL. With this level of support in place, the Hearing Impaired children are encouraged as much as possible to be actively involved in the daily mainstream life of the School in preparation for later life. All staff at Chestnuts also have the opportunity to learn BSL and gain a qualification.

Provisions for learning are made through Specialist Teaching Assistants in class with the children. The Teacher of the Deaf also works with the children individually and in groups, focussing on their personal targets and enabling good progress. Our deaf mentor works with the children on developing communication skills such as British Sign Language (where appropriate) and social skills, preparing them for later life. Our H.I children are making more progress than ever before!

All children across the school are taught how to fingerspell the alphabet as a minimum requirement. A weekly whole school signing assembly and signing choir also meet regularly in school.

H.I. children get their hearing aids and/or Cochlear Implants checked every morning by an adult trained in audiology and they are also taught essential skills to prepare them for later life in an adult hearing world.

Giving hearing impaired children the best possible start in life is our priority and preparing them for later life in a hearing world is our key goal. Developing their independence is essential.