



Inspiring Futures
Through Learning



Chestnuts Primary School
'Encourage, Enable, Empower'

SEND Information Report 2023-2024

At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.

What kinds of Special Educational Needs and Disabilities are provided for?

What are Special Educational Needs and Disabilities? (SEND)

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (SEND Code of Practice, p94)

Chestnuts Primary School supports children with a wide range of additional needs across the four areas of Special Educational Needs and Disabilities (SEND). The SEND Code of Practice (2014) states that there are four broad areas of need which include Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical needs.

At Chestnuts there are currently ninety-three pupils on the SEND register.

Twenty of these pupils have Education, Health and Care plans, with two pupils currently under assessment for an Education, Health Care Plan.

There are fifty-two children with Communication and Interaction needs (some of whom have a diagnosis of Autistic Spectrum Disorder), twelve children with Cognition and Learning needs, nineteen children with Social, Emotional and Mental Health needs and ten children with Sensory and Physical needs.

In addition, we have several children with hearing impairments some of whom require a communicator to ensure they can fully access their education.

How does our school identify children with Special Educational Needs and Disabilities?

At Chestnuts we have a clear process for identifying children with SEND. If the class teacher or a support member of staff notices that a child may be struggling with a specific learning goal or objective, they will try different approaches to address their needs and monitor progress. This is part of Quality First teaching. Class teachers can also complete a Pupil Concern Proforma outlining specific areas of need and what is already in place for that child. This is then shared with the SENCo for further exploration and monitoring.

Monitoring is a very important part in assessing whether a child is underachieving or has SEND. If a child has a persistent difficulty the SENCo will complete observations of them in class and the class teacher, supported by the SENCo will complete a range of assessments to assess specific areas of difficulty. The class teacher will then use these assessments to target areas the child has difficulty with. If after these strategies and interventions are implemented, and the child continues to not make sufficient progress the class teacher (with support from the SENCo) may decide that further intervention is required. This may involve seeking support and advice from external agencies. This may include Inclusion and Intervention workers (specialist teaching team), Educational Psychologists or the Speech and Language Team.

Transitions are also used to identify whether a pupil has additional needs. Whether a pupil starts with us in the Early Years Foundation Stage or joins another year group we will contact their previous setting and meet with parents to learn more about the child's previous experiences and needs.

How does our school assess their needs?

A range of assessments are used to establish an individual pupils' needs. The academic progress of SEND pupils in Key Stage One and Key Stage Two is monitored in the same way as all pupils across the school, using our school assessment system 'O track'. This year our pupils in Nursery and Reception will be assessed using the Arc Pathway system. The 'Engagement Model' is also used to support pupils who are working below National curriculum expectations.

All children from Year 1 upwards also sit Cornerstone Assessments in Maths, Reading and Spelling, Punctuation and Grammar (SPAG) termly. These curriculum assessments show if a child is working towards, working at or working above age expectations.

In addition to this, teachers may also use more personalised assessments that support their individual area of need eg FACT, Lucid or Boxall Profile. This along with the background history, evidence of intervention and tracking of progress over time paints a picture of whether a child has SEND. If external agencies are involved, with parental consent they may also conduct assessments to examine an individual child's strengths and difficulties and set targets.

How will you support and communicate with me to help my child?

There are several ways that we will inform you throughout the school year regarding your child's progress and how you can support them outside of school. This opportunity is available for all pupils during parent's evenings in the Autumn and Spring terms. We also offer workshops, parent/carer drop-ins as well as transition sessions which will provide you with information and support about your child's current stage of learning.

For all children that are on the SEND register a 'Pupil Support Plan' (PSP) is sent home at the end of cycle. This informs you of the current progress and provision that is in place for your child. This takes place 3 times a year (October, February and May). Parent and pupil voice is also considered within the PSP with both parents and pupils having the opportunity to share and input their thoughts about the terms learning and progress on the plan. If your child has an Education, Health Care Plan or SEND Support Plan an annual review meeting is held with the SENCo, class teacher and any other professionals who are involved on a yearly basis to review and update the plan.

What will the review process look like?

Teachers set personalised targets appropriate to an individual pupils area of need at the start of each cycle on their 'Pupil Support Plan' (PSP). These are then reviewed at the end of the cycle using any available evidence e.g. observations, class work or intervention sessions. Teachers will then clearly specify on the PSP whether the child has achieved the set target or not. Wherever possible teachers will conduct a 'Pupil contribution' where pupils are asked for their view to their plans, reflecting on their learning for the term.

These are then sent home and provide parents and carers with an opportunity to review the terms provision. At Chestnuts we endeavour to have a working relationship with parents where we are all in a partnership working together to support the needs of all pupils. As a result, parents are always able to arrange a time to discuss their child's progress with their class teacher.

If your child has an Education, Health Care Plan or SEND Support Plan this will be reviewed annually whereby parents/carers, the class teacher and SENCo will meet and discuss the plan. The provision in place and targets are reviewed with both teachers and parents providing feedback on the child's progress and current attainment. Where appropriate, the child will also attend the meeting to share their views about their learning.

How will my child be prepared and supported during transition?

All transitions are carefully considered at Chestnuts. If a child is new to the school, families are provided with a welcome pack and a prior visit to see the environment and meet staff. Where needed some pupils will have additional transition sessions before starting full time. When starting with us in the Early Years Foundation Stage teachers will conduct a home visit where they will meet the pupil and their parents either at home or in their current setting. This provides us with a fantastic opportunity to get to know your child and answer any questions you may have.

When a child transitions into certain year groups or a different phase, teachers will hold a transition meeting at school to provide parents with information and the expectations of this phase.

During the transition to the Secondary phase, the SEND team will ensure that when needed, all children on the SEND register have the opportunity for multiple visits to their chosen setting and will meet with the staff at the receiving school to ensure that all relevant information is transferred effectively.

How will my child be taught within the school?

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching” (SEND Code of Practice, p99).

At Chestnuts we aim to ensure that all children regardless of need have access to good ‘Quality First Teaching’ across the curriculum. This is the effective inclusion of all pupils in high-quality everyday teaching where the teacher has high expectations of all learners in the class. Quality First teaching approaches include clear lesson objectives which are explicitly shared, carefully introduced vocabulary, as well as making use of visual, kinaesthetic as well as auditory/verbal learning. Using Quality First teaching strategies from the beginning is the best way to support all learners and reduce the number of pupils who need extra support.

All children who are on the SEND register as well as accessing Quality First Teaching will have additional targeted support and provision. This may consist of adult support, interventions, resources, environmental adaptations, additional assessments and the involvement of external professionals where needed.

Children who have an Education, Health Care Plan, SEND Support Plan or receive top up funding may receive a more personalised provision depending on the needs of the individual pupil. This does not mean 1:1 adult support across the curriculum. At Chestnuts we promote the independence of all our learners and adult support is used carefully when it is appropriate.

How will the curriculum and school environment be matched to my child's needs?

At Chestnuts we passionately believe that all children have an entitlement to a broad and balanced curriculum. We work hard to establish an inclusive curriculum, with clear differentiation and multi-sensory resources that can meet the needs of all types of learners. Our curriculum is appropriately differentiated to consider all individual needs, we focus very much on the stage the child is at. Where needed, pupils with high level needs can access a bespoke, personalised provision which meets their individual needs and requirements.

Chestnuts aims to provide an environment accessible for all. Our website contains links to our schools 'Accessibility Plan' which details the measures in place within our external and physical environment, curriculum and provision for physical and medical needs that ensure that all pupils individual needs can be met.

<https://www.chestnutsprimaryschool.co.uk/about-us/policies-statutoryreports/>

All school trips are carefully considered and planned to ensure that they are accessible for all the pupils attending. Prior to any visit a thorough risk assessment is carried to identify any potential hazards and ensure everyone's health and safety is not compromised.

What training has been provided for staff at our school?

At Chestnuts we draw on support and training as and when it is required in response to the needs of our pupils. Training is regularly reviewed by the senior leadership team. All staff within the school receive access to regular training related to Special Educational Needs and Disabilities. Chestnuts also has access to Local Authority training as appropriate.

Whole School

All teachers, teaching assistants and communicators receive SEND training on an annual basis from the SENCo or external professionals. This covers additional needs within the four areas of learning as well as appropriate provision, strategies, planning and assessment for SEND. Recent SEND training covered: -

- Positive Behaviour Support (PBS) training with Specialist Teachers from the Local Authority.
- Quality first teaching strategies
- Writing SMART targets

SEND specific training

All Communicators are trained to British Sign Language (BSL) level 2 and several additional staff members across the school have completed their BSL level 1. All staff who run Phonics sessions have had appropriate Read Write Inc. training. As a setting we have had Lego therapy training and these groups run across Key Stage One and Key Stage Two. Several members of staff have had the Nurture Network training. Two members of the senior leadership team are trained Attachment Lead teachers to in order for us to further support this need across school.

The SENCo

- As required within the Special Educational Needs Code of Practice (2014) the SENCo has undertaken and passed The National Award for Special Educational Needs Co-ordination (NASENCo). The SENCo also regularly attends Pupil Support Network group within the multi-academy trust and the Local Authority SEND locality meetings.

How can specialist expertise be accessed?

As a school we liaise with a range of external agencies to further support children's needs. Some of these include:-

- The Inclusion and Intervention team (specialist teachers)
- Speech and Language therapists
- Educational Psychologists
- GP's and School Nursing team
- Occupational Therapists
- Children and Adolescent Mental Health services (CAHMS)
- Children and Family Practice (CFP) and Children's Social Care

How can school support?

As a school we can support in submitting referrals to the Speech and Language therapy team where these are needed. We can contact the Inclusion and Intervention team for additional support and advice regarding pupil's needs. The School Nurse is available to meet with parents on a termly basis if required. Our Family Support Worker is regularly available to support and signpost families, and makes referrals for families to receive additional support from external agencies.

What support is there for families?

Any concerns regarding a pupil's health or wellbeing can be shared with a GP or a member of the school nursing team.

Milton Keynes SEND IAS is a statutory service offering confidential and impartial information, advice and support for children and young people with additional needs and their parents. Information on how SEND IAS can support families is available on the Milton Keynes Local Offer.

<https://mksendias.org.uk/>

How do we evaluate our practices within our school?

At Chestnuts we continually review our practices within school. We use the 'Assess, Plan, Do, Review' cycle. To assess the impact of provision across our setting. All pupils on the SEND register will have an individual 'Pupil Support Plan'. Teachers will observe and assess pupils to identify and analyse their needs. A plan of support will then be put in place to meet individual needs with clear targets and provision specified. This support will then be implemented over a set time (do). At the end of the set period the effectiveness of the support and provision will be reviewed. Next steps will be planned carefully involving parents and the child themselves (where possible). The cycle will then begin again.



There are key times throughout the year where our practices are reviewed with other stakeholders. These include:-

- Reviews with external agencies on the progress of a child
- Assessment data and analysis by the Senior Leadership Team
- Annual meetings with the SEND Governor

Teachers complete regular assessments on all pupils and use this evidence to inform their teaching. Analysing pupils gaps and misconceptions allows teachers to adapt their planning and provision accordingly.

- In line with the new OFSTED Framework all subject leaders will be carrying out regular checks on their subject area by monitoring books, completing learning walks and meeting with teachers and pupils to monitor the practice within their area across the school. This includes the SENCo completing regular spotlight checks on the quality of individual Pupils Support Plans (PSP's) and SEND pupils provision within the classroom.

How does the school ensure an inclusive environment for all?

There are several ways in which Chestnuts ensures we are an inclusive environment for all. All children in our school have access to Quality First teaching: differentiated tasks for all individual needs, visuals in the classroom, concrete resources and consistently good teaching.

Each term we provide a variety of school run clubs (during the day and after school) which all children can sign up to. Providing that it is safe for them to do so all children are invited to attend a range of trips throughout the year.

Our school and classroom environments are suitable for all pupils with access to appropriate equipment and resources and accessible routes across the site. There are disabled toilets on the ground which can be accessed by all.

How does the school support my child's wellbeing?

All children's wellbeing is important to us at Chestnuts Primary School. We are inclusive and support pupils with a range of additional needs. Our behaviour and relationships policy celebrates pupil's achievements and steps are taken across the curriculum to promote and build self-esteem.

Our PSHE sessions focus on pupil identity, celebrating difference, promoting healthy lifestyles, fostering pupil's goals and dreams as well as exploring relationships with those around them.

We have implemented the 'Zones of Regulation' as an approach across the whole school. This has allowed pupils to develop their understanding of different emotions and how these can make them feel. During whole school assemblies' pupils continue to explore different strategies to self-regulate when they are feeling different emotions. During daily check in's in all classes pupils are given the opportunity to share how they are feeling with key adults. All staff at Chestnuts wear the Zones cards on their lanyards, meaning that pupils can engage in communicating how they feel with any adult they come across.



THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Taken from 'The Zones of Regulation' by L. Kuyper (2011)

<https://www.zonesofregulation.com/index.html>

Teachers have the overall responsibility for their class pastoral, medical and social needs and as a result are parent's first point of contact. If further support is required, the class teacher and parents can contact the SENCo for additional support and advice. We have a school learning mentor who supports pupil's wellbeing and a Family Support Worker who works closely with children and families.

What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?

Chestnuts Primary School has a Designated Teacher for looked after children (Mrs Sear) who works closely with the virtual school team, social workers and other professionals involved. The Designated Teacher attends reviews, organises PEP meetings and where appropriate liaises with other local authorities.

Who do I contact if I need further support or information about the provision for my child?

The first point of contact will always be your child's class teacher. You will be able to arrange an appropriate time with them to ask questions, share any concerns and discuss the provision that is in place. This can be done by speaking to them at the end of the school day or making a phone call to the main reception. Each year group also has an email which you can use, and a member of that team will respond to you. This usually resolves most concerns and queries. If not, an appointment can be made with the SENCo via the main school office. The SENCo, Senior Leadership Team and ultimately Head Teacher will always strive to resolve any concerns. However, in the very unlikely event this fails, and a parent wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

<https://www.chestnutsprimaryschool.co.uk/wpcontent/uploads/2018/04/Complaints-Policy.pdf>

Contact Details:

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What is the local offer?

“Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have an Education, Health and Care (EHC) plan”. (SEND Code of Practice, p59).

Please see the following link to the Milton Keynes Local Offer.

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>.