



1. What kinds of special educational needs does the school/setting make provision for?

At Chuter Ede Primary school we are an inclusive school and make provision for children with varying needs. These needs include autism, physical disabilities, ADHD, dyslexia, dyspraxia, global delay, diabetes, epilepsy, speech and language delay and emotional and social difficulties. We work closely with parents and other agencies to ensure that all our pupils get the best possible education.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At Chuter Ede we have an open door policy. We feel it is extremely important that we have an excellent relationship with our parents. Therefore we encourage our parents to come into school and see the class teacher and/or the SENCO if they think their child has special educational needs or if they have any worries or concerns.

At Chuter Ede we monitor our children very carefully. This monitoring is through assessment, chatting with and observing the children in our care and monitoring progress through which we can identify the children that may need extra help. Communication between school and parents is vital so we warmly encourage input into all that we do and if we have any concerns we like to inform and meet with parents to discuss these further. From these discussions a plan of action is created in order to target the identified needs.

If a child is transferring from another school then information will be passed on to us and we will plan with the previous setting and parents to ensure a successful transition.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Teachers and teaching assistants record any intervention a child is having that is different to the rest of the class on a provision map. They also carry out assessments before and after any intervention in order to evaluate the impact of the provision.

If a child is on our special needs register then provision will also be discussed and evaluated within the termly target meetings. These meetings take place either in person, over the phone or on Teams.

Teachers also assess and record the progress of all children on a half termly basis and the senior management team meet with the class teacher in order to evaluate the provision given to the children and the progress being made.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Each term the class teacher assesses the children, using a variety of methods. This is then recorded and shared with the senior management team in order that progress can be monitored.

Parent's evenings are held twice a year and the class teacher will discuss targets and areas of development at this time.

If we feel it is appropriate, then a child who has had a significant amount of intervention that is over and above the usual classroom practice will have targets. This will be put in place with the consultation of the parents first. Parents will have the option to meet or have a detailed phone conversation, on a termly basis to review this with the class teacher and often the SENCO is present as well. All teachers are happy to meet any parent to discuss their child and extra meetings can be set up at a mutually convenient time.

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c) What is the school's approach to teaching pupils with special educational needs?

Every child is very different and consideration is taken for each child's specific special need. Chuter Ede tries to tailor the curriculum appropriately in order to meet their special need.

This may be with extra interventions, adaptations to the class situation or if appropriate, time outside the classroom in small groups or on a 1:1 basis. We have a fully inclusive curriculum so that all children can achieve their full potential. Outside support and expertise are sought, where appropriate, by the SENCOs, who attend a termly multiagency meeting known as 'Springboard' where they can raise children and request external involvement.

d) How will the curriculum and learning be matched to my child/young person's needs?

We use a creative approach to our planning and teachers plan together to ensure equality across the year groups. Work is differentiated to ensure it targets specific children's needs and learning styles. This also takes into consideration any specific targets or learning needs your child may have. Each class teacher is responsible for the learning of every child in their class.

e) How are decisions made about the type and amount of support my child/young person will receive?

The senior leadership team (which includes the SENCOs) work out the allocation of support depending on the needs of the children in each class. If a child requires a large amount of additional support then the SENCOs will seek the advice of the 'family SENCO'. The amount of support given takes into account a number of factors and these include the severity of the needs of children as well as budgetary factors. We work closely with parents and professionals to support every child so they can achieve his/her best.

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f) How will my child/young person be included in activities outside the classroom, including school trips?

We aim to fully include all children in every aspect of the curriculum and child specific risk assessments are completed. If this was to compromise the safety of any child then a suitable alternative would be made available.

g) What support will there be for my child/young person's overall well-being?

We are an inclusive school and the overall well-being of the children is our main concern. We plan in regular physical, social and emotional education lessons into all class timetables. If a child requires more support with this then we have a number of skilled teaching assistants that deliver emotional interventions e.g 'Managing Emotions', 'Time to talk' and Drawing and Talking. We have 2 teaching assistants who are ELSA trained and can provide support as appropriate to children with specific identified emotional needs. Sometimes some small group or 1:1 work may be appropriate and, if the need is more severe, we would seek the support of the Healthy Family Team, seek to undertake a CAMHS consultation or refer for input from the Children's Mental Health Team. We strive to build positive relationships with the children and actively encourage them to talk to adults.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

- Mrs Rachel Barnard SENCO and Mrs Amy Wilson ASSISTANT SENCO
- Chuter Ede Primary School, Wolfit Avenue, Balderton, Newark. Notts NG24 3PQ or Fernwood site, Hunters Road, Fernwood, Newark NG24 3RF
- 01636 683550/ 01636 700915

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5. a) What training have staff supporting special educational needs had and what is planned?

- Staff have carried out training in the following areas:
 - Autism Spectrum Disorder/neurodiversity
 - Dyslexic difficulties
 - Speech and Language difficulties
 - Behaviour
 - Boxall
 - Doodletime
 - Coping with Risky Behaviours
 - Managing emotions
 - Switch on reading
 - Switch on writing
 - Delivery of a variety of maths and literacy interventions
 - PSHE linked interventions
 - SRS (Sound reading system)
 - APPs for our iPads
 - Epilepsy
 - Diabetes
 - Attention deficit hyperactivity disorder
 - Social, emotional and mental health (inc ELSA)
 - Attachment Aware training
 - Demand avoidance

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- SNIP
- Precision Teaching
- Drawing and Talking

b) What specialist services and expertise are available or accessed by the setting/school?

- We have access to support from the following services:
 - Educational Psychology Service
 - Schools and Family Specialist Services
 - Speech and Language Therapists
 - Healthy Family Team/Early Help services
 - Physiotherapists
 - Occupational Therapists
 - Social and Emotional Development Team
 - Social Services
 - CASY counselling
 - CAMHS
 - Art Therapy
 - Intensive Family Support Team
 - Women's Aid
 - Bereavement Centre
 - Early Help Team
 - Family Senco
 - Physical Disability Support Services

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➤ School nursing team

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

We have disabled access throughout both sites of the school. At our Balderton site we also have disabled shower facilities and our Fernwood site has a hygiene suite. At our Fernwood site the school hall has loop facilities for hearing aids. Under special circumstances some children are also allocated a laptop or iPad. This is secured through an assessment by the ICT department at SFSS and depends on the needs of a child.

Equipment and facilities are adapted depending on the needs of the child and often support is sought from the Physical Disabilities Support Service. School has access to additional support through the Newark Town Family of schools SENCO and Nottinghamshire County Council.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

We have an open door policy at Chuter Ede so parents are warmly welcomed into school to liaise with teachers. Parents of children who are on our special needs register are invited in every term in order to review targets. Parents play an important part in the discussion to decide on new targets for their child. The SENCO will attend many of these meetings. Your child's general progress will be discussed at these meetings and you will also be consulted about other aspects of your child's education. We consult parents in the form of a questionnaire to ascertain if there are any common areas of practice we need to improve and to gain parental feedback. Parents' evenings are also held twice a year. If there are any concerns then teachers or the SENCO will invite parents into school for extra meetings if deemed appropriate.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

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Each term children with SEN are asked to completed a 'my review' sheet. This gives the child a chance to comment on their thoughts about school. If the young child is the on the special needs register and regular target meets are held then on some occasions, if it is felt appropriate, the child will be invited into parts of the review meetings with parents and teachers in order to share their point of view. The pupil's views are gained throughout the year through child interviews. The school has a school council that all pupils are able to contribute to.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

We are very keen on resolving problems and concerns quickly. Parents are therefore encouraged to get in touch with the class teacher, SENCO, Head of School or Head Teacher.

The school has a full complaints procedure, so please look at our complaints policy for more details.

10.How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

If it is decided by the parents and the school that other organisation and services should become involved with the child then the relevant referral forms are completed and a referral will be made. The SENCO also reports to the Governors with specific responsibility for SEN.

11.How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

When the SENCOs receive information from services that can be a potential support to parents and young people this information is sent to parents. The SENCO also attends regular meetings in order to find out about support from other services and liaises with the Newark family SENCO. The school nurse is available to add expertise on medical issues.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

During the summer term before a child starts school, they are invited to attend a transition morning, including a visit to the hall for lunch. When starting in foundation in September, a number of half day visits to the school are made in order to aid transition. A home visit by the foundation teacher also occurs.

If your child has special educational needs, we would like to be informed as early as possible so that the SENCO and class teacher can have regular meetings with parents to plan the transition into school. Meetings are held with nurseries to identify any special educational needs. We try to personalise the transition to the need of your child. Transition can be targeted in a number of ways:

- Extra visits
- Transition books made
- Observation of the child in their nursery/pre-school setting
- Regular meetings to aid the transition
- Part time hours

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

Prior to your child's move to our school the SENCO will liaise with the previous school setting or nursery and meet with relevant people and parents, in order to put a clear transition plan in place. This transition plan will take into account the specific needs of the individual.

When planning for class to class transition a number of visits are set up to the next class and tasks about transition are also planned for. During target meetings, transitions are discussed and a plan of action is formed in order to target this. Each transition plan for a child with special educational needs is specific and unique to the child's individual needs.

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When transferring to secondary schools, transition is discussed as early as the autumn term. The SENCO of the secondary school your child will be attending is invited to the summer term target meeting and meetings prior to this are set up if it is felt appropriate. The SENCO also works closely with the secondary school and creates pupil profile sheets to share relevant information about all children with any type of special need. Visits are set up annually to the secondary school and if appropriate more visits are planned. The year 6 teachers also plan into their curriculum work that is directly linked to this transition.

iii) Prepare for adulthood and independent living?

At Chuter Ede we try to encourage independence and confidence in all children. We plan for life skills through our PSHE scheme of work and more specific targets on life skills and independently living are made at our termly target meetings too.

13. Where can I access further information?

Please phone the school and speak to the Headteacher or SENCO directly. Alternatively you can book an appointment to visit our school and meet with key staff. More information can also be found on our website:

<http://www.chuterede.com/special-educational-needs-send/>

Also on the local offer website for the county:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=1>

Parent Feedback about SEN Provision at Chuter Ede:

‘We have always felt listened to’

‘Chuter Ede have welcoming and approachable staff’

‘As parents we feel that our child is cared for at school, nothing seems to be too much trouble and great thought and care is taken over meeting our child’s needs’

‘When it comes to my child and the experience we have had, I don’t feel that there is much that can be done to further develop because it is brilliant and everything has been done with immediate effect’.

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‘Keep doing what you are doing!’

‘Thank you again for providing my child with such a positive experience of school’.