

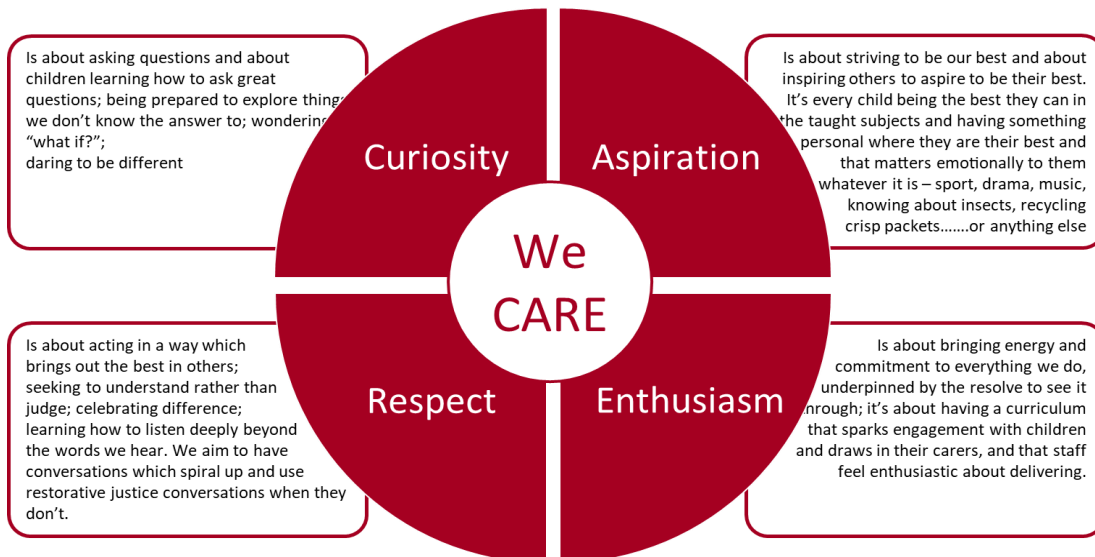


Our vision

Is to create an environment and mind-set which inspires and equips our children to make a difference in the world. They will be able to think deeply about things, ask questions to understand more, and be able to act in a way which brings out the best in themselves and each other.

Values

We do what we do because We Care. We care about our children, each other, and our community. We care about the outcomes we achieve and how we get them. We care about the mental health and well-being of everyone.



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| Headteacher: | Heidi McSweeney |
| Contact: | 01491 651 862 parents@cholsey.oxon.sch.uk |
| SENCO: | Charleii Stanley |
| Contact: | 01491 651 862 senco@cholsey.oxon.sch.uk |
| Family Support Worker: | Karen Poole |
| | 01491 651 862 karenpoole@cholsey.oxon.sch.uk |
| SEND Governor: | Sarah Trelinska |
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| Document Approved by: | Cholsey School Board of Governors |
| Date of approval: | |
| Review date: | January 2024 |

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| <p>How do schools know if children need extra help?</p> | <p>We know when children need help if:</p> <ul style="list-style-type: none"> • Concerns are raised by parents / carers, teachers, or the child. • Limited progress is being made. • There is a change in the child's emotional well-being or progress. |
| <p>What should I do if I think my child may need extra help?</p> | <p>Your child's class teacher is always the first person you should contact. They will be the person in school that knows your child the best. If you have further concerns, then contact the school SENDCO - Charleii Stanley. 01491 651 862 senco@cholsey.oxon.sch.uk</p> |
| <p>What does having SEND mean?</p> | <p>At different times in their school life, a child or young person may have a special educational need. The SEND code of practice: 0 to 25 years - GOV.UK defines SEN as follows:</p> <p><i>"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i></p> <p>a) <i>has a significantly greater difficulty in learning than the majority of others the same age, or</i></p> |

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."

Please read the School's [SEND Policy](#) for more legislative information.

**Who will support my
child if they have
SEND?**

The Class Teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants and specialist professionals to plan, deliver and assess targeted support for all children in their class.
- Assessing the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.
- Writing and reviewing pupil profiles and setting outcomes for children with SEND.
- Consult with parents of pupils with SEN regarding updates to outcomes and provision and share pupil profiles.

TAs work as part of a team with the SENCO and teachers to support pupils' individual needs and help with the inclusion of pupils with SEN within the class.

TAs will:

- Be fully aware of the schools SEN policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Feedback to teachers about pupils' responses to tasks and strategies.
- Work closely with the teacher so support and interventions are linked to classroom teaching.

The SENDCO Miss Stanley, is responsible for:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Be the point of contact for other schools, external agencies, health and social care professionals and especially the local authority and its support services.
- Ensure the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN.

How will I know how my child is doing?

The Head teacher, Mrs McSweeney, has overall responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met by class teachers and the SENCo.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.
- Regularly reviewing the curriculum and the staffing structure to ensure that appropriate provision and adult support is in place for all children.

The SEND Governor, Mrs Sarah Trelinska, is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Supporting and challenging the Head Teacher and the SENCo with regards to SEND within the school.

Your child's progress will be continually monitored by their class teacher.

- Their progress will be reviewed formally and tracked by the Teacher, Headteacher and SENCO every term in reading, writing and numeracy.
- Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.

How will I know what support my child is getting?

- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher to review the short-term targets and to discuss the progress the child has made.

If your child is identified as having SEND, the school will provide support that is additional to and different from the learning arrangements normally provided as part of High-Quality Teaching.

- This support is set out in a **Pupil Profile** which documents the support that is to be put into place for your child.
- When providing support that is 'additional to' or 'different from' we engage in a four-stage process:



- **Assess** - this involves talking to you and your child about the things they find difficult and decking into their learning to find their barriers.
- **Plan** - this stage identifies the barriers that inhibit a child from learning, the additional support that is needed to support them and how it will be implemented and by whom.
- **Do** - is putting the pan into action.
- **Review** - is where you, your child and their teachers will meet to measure the impact of the support provided, consider whether it needs changing and make new targets.

Obviously, we also encourage an "open door" approach whereby teachers are accessible by making an appointment to meet whether directly with them or by contacting the school office.

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| | <p>The progress of children with an Educational Health Care Plan (EHCPs) will be formally reviewed at an Annual Review with all adults involved with the child's education. This meeting is additional to the regular Pupil Profile Meetings you will be invited to.</p> |
| <p>How will you help me to support my child's learning?</p> | <p>All parents / carers have a responsibility to support their child's education.</p> <ul style="list-style-type: none"> • Parents / carers support home learning and personalised targets. • Discussions with teachers / SENDCO / other professionals. • Attendance at Parents' Evenings. <p>Staff may suggest ways of how you can support your child.</p> <ul style="list-style-type: none"> • The Class Teacher, SENDCO or pastoral team may meet with you to discuss how to support your child and may suggest strategies to use. • If outside agencies or the educational psychologist have been involved, support and strategies may be provided and could be used at home. • This home-school partnership is an essential, two-way process. |
| <p>What specialist services and expertise are available at or</p> | <p>At times it may be necessary to consult with outside services to receive their more specialised expertise.</p> <p>These can be located in the Oxfordshire SEND Local Offer.</p> <ul style="list-style-type: none"> • The Early Years SEN Team supports families, Early Years settings, Children's Centres and childminders. |

accessed by the school?

- The [Educational Psychology Service](#) works with children, parents and teachers to promote children's learning and development.
- [Integrated Children's Services](#) offer early help, information and specialist services to children and families with additional and complex needs.
- [The Special Educational Needs Casework Team](#) manages the statutory assessment work relating to children and young people with Education, Health and Care plans.
- [SEN Support Services \(SENSS\)](#) support children with the following needs:
 - [Deafness and hearing loss](#)
 - [Vision impairments](#)
 - [Multisensory impairments](#)
 - [Communication and interaction differences \(includes autism, speech, language and communication needs\)](#)
 - [Down Syndrome and complex needs](#)
 - [Physical disabilities](#)
 - [SENSS Assistive Technology \(AT\) Team](#) (using technology to support access to the curriculum)

Help and information

- Search for organisations and groups on the [Family Information Service](#) website to support parents and carers of disabled children and young people and those with SEN and additional needs.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for children who are encountering social/emotional difficulties:

- We are very lucky to be able to provide additional support to our children and families using our Family Liaison Worker, Mrs. Karen Poole.
- Her role is to liaise between parents and the school and to be a point of contact and support for parents and children if they have any concerns, issues, worries or feedback they wish to raise or discuss.
- Mrs Poole has many links with specialist organisations and support services. All enquiries will be dealt with in strict confidence.
- Members of staff are readily available for children who wish to discuss issues and concerns.
- Additional support may be provided for children who find social times challenging, such as Care Club: an indoor club at lunch times run by Year 6 children.
- Staff are happy to provide safe spaces for children who need emotional support, either inside or just outside the classroom. Where children can spend a few minutes to gather their thoughts or take a break, if overwhelmed.

Children with medical needs:

- If your child has a medical need then a detailed care plan will be provided by a medical professional. These are shared with all staff involved with your child.
- A high number of staff have regularly updated First Aid Training.

What training have the staff supporting children with SEND had (or are having)?

- Identified staff have Paediatric First Aid Training
- Staff receive Epipen / diabetic / epilepsy training delivered as required.
- Where necessary and in agreement with parents / carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Please refer to the school's [First Aid and Administering Medication Procedures](#) Policy & [Supporting Children with Medical Conditions](#) Policy.

Different members of staff have received training related to Special Education Needs and Disabilities.

This may include sessions on:

- cognition and learning (e.g. Dyslexia)
- communication and interaction (e.g. speech and language difficulties or ASC)
- physical and sensory needs (e.g. co-ordination needs)
- social, mental and emotional health (e.g. ADHD)
- PACE - The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.
- The SENDCOs is a Qualified Teacher with over 30 years' experience, and has been a SENDCO for over 14 years, with a wide range of relevant experience.

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| <p>How will my child be included in activities outside the classroom including school trips?</p> | <p>Activities and school trips are available to all in line with our equal opportunities policy.</p> <ul style="list-style-type: none"> • Risk assessments are carried out and procedures are put in place to enable all children to participate. • If it is deemed that an intensive level of 1:1 support is required, you may be asked to accompany your child during the activity. |
| <p>How accessible is the school environment?</p> | <p>In compliance with the Equalities Act (2010), Cholsey school will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.</p> <ul style="list-style-type: none"> • The school is responsible for setting an Admissions Policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly. • We are happy to discuss individual access requirements. Please refer to the school Single Equality & Accessibility Plan. |
| <p>How will the schools prepare and support my child during transition in school and between settings?</p> | <p>All children have opportunities to attend transition visits.</p> <ul style="list-style-type: none"> • Discussions between the previous or receiving schools ideally happen prior to the child joining or leaving. • At Cholsey, when children transition to their next Year Group, they all attend transition sessions where they spend some time with their new class teacher and other members of staff. • Additional visits and activities are also arranged for children who need extra time in their new class. |

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| | <ul style="list-style-type: none"> • School staff are always willing to meet parents/carers prior to their child joining the school. • When children transition to their new Secondary school, Cholsey Year 6 staff will liaise closely with the secondary school, providing them with both academic and pastoral information. • The Secondary setting may also visit the children in their Year 6 classes and invite them to open days and transition days, depending on their own transition Policy. • Where a child may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the Local Authority, parents/carers and, where appropriate, the child. |
| <p>How are the school's resources allocated and matched to children's special educational needs?</p> | <p>A notional SEND budget is allocated to individual schools by the Local Educational Authority each financial year, in line with the SEND Code of Practice.</p> <p>This can be used to provide additional support or resources dependant on an individual's needs.</p> <ul style="list-style-type: none"> • Dependant on budget; additional support and resources may be purchased and deployed to aid children's learning. • The level of support will vary dependant on the needs of the child. |

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| <p>How is the decision made about how much support my child will receive?</p> | <p>These decisions are made in consultation with teachers, SENDCO and Senior Leadership Team (SLT).</p> <ul style="list-style-type: none"> • Decisions are based upon termly tracking of child progress and/or as a result of assessments by outside services. • If further concerns are identified, due to the child's wellbeing or lack of progress, then other interventions may be arranged. |
| <p>How will my child's views be taken into account?</p> | <p>It is essential that Children are involved in the setting of personalised targets as part of the Pupil Profile review.</p> <ul style="list-style-type: none"> • Discussions around aspirations for the future will inform the content of any personalised planning. • Pupil voice is valued and encouraged. <ul style="list-style-type: none"> ○ Subject leaders regularly talk to children to ask their views on how the subject is taught and how teaching and content can be improved. ○ The SENCO regularly talks to children with SEND: as to how the provision they receive supports them; how they feel about the interventions they participate in and if they think the support in place helps their learning. |
| <p>Who can I contact for further information?</p> | <p>If you have further questions and concerns regarding SEND, please contact the school to arrange a meeting with the relevant staff member.</p> |

- It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage.
- Many issues can be resolved informally, without the need to use the formal stages of the complaint's procedure.
- Cholsey School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.
- If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the SENDCO, may refer you to another staff member or the Senior Leadership Team.
- We understand however, that there are occasions when people would like to raise their concerns formally.
- In this case, we will attempt to resolve the issue internally, through the stages outlined within the School's [Concerns and Complaints Policy](#).

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

We review this SEND report annually and would like any feedback parents might have on its content. It is important that this document is considered useful to parents. Therefore, we would appreciate parent's input as to whether the sections are clear and whether anything could be added or changed.

Parents have the opportunity to respond through discussion with the SENDCO.

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