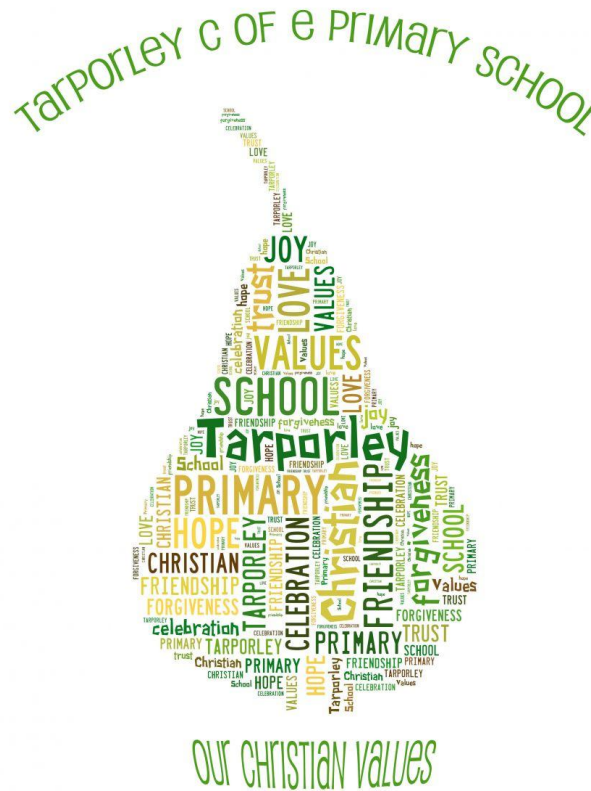


TARPORLEY CE PRIMARY SCHOOL

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our Christian Values at the heart of everything we do.

These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

Special Education Needs Information Report

Head teacher: Mrs Kerry Forester

Special Educational Needs and Disabilities Coordinator (SENDCo):

Emma Massey -Bachelor of Education (Hons), National Professional Qualification for Senior Leadership and National Award for Special Educational Needs Co-ordination.

Email: senco@tarporleyce.cheshire.sch.uk

Special Educational Needs and Disabilities Governor: Mrs Andrea Bean

Contact via the school office: **01829 708188**

Introduction

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report.'

Questions

Please read the questions below for more information about the Special Education Needs Information Report for Tarporley CE Primary School.

SEND Code of Practice 2014	Provision at Tarporley CE Primary School
Type of Setting	Mainstream Primary School (1.5 form entry in KS2 and 1 form in KS1)
Specific Age Range	4-11 Years
Number of Places	330
Send at Tarporley CE Primary School	
Which types of special educational need does Tarporley CE Primary School cater for?	We are an inclusive Church of England mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. The four broad areas of SEND needs are: • Communication and interaction (for example, Autism Spectrum Disorder, speech and language difficulties) • Cognition and Learning (for example, specific learning difficulties including dyslexia, dyspraxia and dyscalculia and moderate learning difficulties) • Social, Emotional and Mental Health difficulties (for example, ADHD and ADD0) • Sensory and/or Physical needs (for example, hearing impairments, visual impairments and physical impairments) We are committed to providing a high-quality education for all children in our care. We believe that all children are entitled to a broad and balanced academic and social curriculum that enables them to be fully included in all aspects of school life. Our Information Report reflects the information outlined in the West Cheshire Local Offer.
What are the different types of support available for children with SEND in your school?	a) Class teacher input via excellent targeted classroom teaching (High Quality Teaching). For your child this would mean: • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is built on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. Specific group work Intervention which may be: • Run in the classroom or outside.

- Run by a teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENDCo /Class teacher as needing some extra specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service or outside agencies such as the Education Psychology Service (EPS).

What could happen:

You would be asked to give your permission for the school to refer your child to a specialist professional e.g. A Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service
- Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

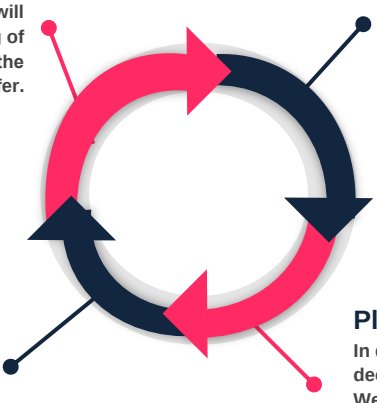
- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

	• The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
Who would be my first point of contact if I want to discuss something about my child?	The class teachers: Responsible for: • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary. • Writing targets on Child Profiles and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. The SENDCo: Miss Emma Massey (SENDCO) Responsible for: • Developing and reviewing the school's SEND policy • Coordinating all the support for children with special educational needs or disabilities. • Ensuring that you are; i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) Involved in reviewing how they are doing. • Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept. • Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible. The Head teacher – Mrs Kerry Forrester Responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEND. • The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met. • The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND. The SEND Governor – Mrs Andrea Bean

	Responsible for: • Making sure that the necessary support is given for any child who attends the school, who has SEND.
SEND Identification	
How will you know if my child or young person needs extra help?	At Tarporley CE Primary School pupils with SEND are identified as early as possible. These concerns can be raised from: • Parents/carers, teachers, teaching assistants, the pupil's previous school or early years setting. • Less than expected progress, which can result in, performing below age related expectations. • A pupil asks for help. • There is a change in the pupil's behaviour or low self-esteem that is affecting their performance. • Liaison with external agencies or a health diagnosis through a Paediatrician (however, this does not mean that a health diagnosis automatically means a child has special educational needs) Staff working in school; monitor the pupil's progress carefully on a termly basis through regular analysis of pupil's progress. Concerns are initially raised with the school's SENDCo who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the pupil, and looks at what provision might be necessary to enable the pupil to reach those outcomes. Depending on the level of the pupil's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENDCo keeps a record of pupils requiring support at the different levels in order to monitor the progress of these pupils, and to plan for provision across the school. As part of a learning community we participate in regular cluster meetings with the Cheshire West and Chester SEND consultants and other SENDCos, well as working closely with our SEND governor. SENDCo also attends the Chester Diocese SEND Inclusion Group. If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to: • listen to any concerns you may have • plan any additional support your child may need

	discuss with you any referrals to outside professionals to support your child's learning
What should I do if I think my child needs extra help?	Tell us about your concerns We will invite you to a meeting to discuss them We will decide whether your child needs SEN support If you have concerns about any aspect of your child's education, the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCo. Alternatively, the school SENDCos can be contacted directly at senco@tarporleyce.cheshire.sch.uk We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.
Teaching and Learning Support	
How will you teach and support my child with SEND?	The school teaches pupils with SEND in accordance with the Cheshire West and Chester Local Offer. From 1st September 2014, the Cheshire West and Chester Local Offer can be found at Special Educational Needs and Disability (SEND) Local Offer Live Well Cheshire West Within our school we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. This is called 'High Quality Teaching' 1. Highly focused lesson design with sharp objectives; 2. High demands of pupil involvement and engagement with their learning; 3. High levels of interaction for all pupils; 4. Appropriate use of teacher questioning, modelling and explaining; 5. An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups; 6. An expectation that pupils will accept responsibility for their own learning and work independently; 7. Regular use of encouragement and authentic praise to engage and motivate pupils Daily planning considers individual pupil's needs and any personalised learning requirements. Adaptive teaching is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

	Class based approaches might include: using a range of multi-sensory approaches to suit different pupil's learning styles, alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to aid them in differentiating learning opportunities for the learners in their class. We have developed a wide range of intervention programmes available to support pupils who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as IDL, On Track Maths, Toe by Toe, Beat Dyslexia Power of Two, Plus One and Time to Talk etc. Others are bespoke/personalised approaches based on the pupil's individual needs or broader interventions which help them develop into independent learners, for example, developing memory skills, gross motor skills etc. We have two trained ELSAs (Emotional Literacy Support Assistants). For those with significant or complex needs, the school seeks the advice of specialists, for example Educational Psychologists, Child and Adolescent Mental Health Services, Speech and Language Therapists, Physiotherapists and Occupational Therapists. In some cases these specialists might work in school with the pupil.
How will the curriculum and learning environment be matched to my child's needs?	As an inclusive school all work within the curriculum and specific learning environments is pitched at an appropriate level so that all pupils are able to access it according to their specific needs. All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated to take into account personalised learning. The benefit of this type of differentiation is that all pupils can access the lesson and learn at their level. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and areas for development, and will make every effort to accommodate these. For example, some pupils work with the teacher or teaching assistant to extend their learning outside of timetabled lesson time; or the class teacher may provide personalised spelling banks for pupils with literacy difficulties, or for those with language processing differences, visual supports may be used to accompany auditory information. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learner's knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENDCo.

How is the decision made about what type and how much support my child will receive? Who will make the decision and on what basis?	Cheshire West and Chester outline their Local Offer to children and their families. The Head teacher decides on the use of the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head teacher and the SENDCos discuss all the information they have about SEN in the school, including: • the pupils getting extra support already • the pupils needing extra support • the pupils who have been identified as not making as much progress as would be expected • All resources/training and support are reviewed regularly and changes made as needed
How will equipment and facilities to support children with SEND be secured?	The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays etc.) to support pupils with SEND and the school SENDCos makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. audio equipment, specialist seating) the school SENDCo liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services, behaviour consultants) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.
How will you and I know how my child is doing and how will you help me to support their learning?	Your child's progress is continually monitored by his/her class teacher. We follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.  Review We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer. Assess If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary. Plan In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff. Do We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended. All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school books.

	• Your child's progress is reviewed formally every term in reading, writing and numeracy. • Children will have personal learning goals which will be reviewed, and a future plan made. • The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. Formal monitoring of progress for writing, reading and numeracy takes place termly. At the end of Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Information about pupil progress is shared with parents at parent-teacher meetings which are held in the Autumn and Spring Terms and via the annual school report in the Summer term. The school holds half-termly SEND coffee mornings for parents of children on the SEND register. Learners with SEND will be discussed with parents at parent and teacher meetings. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day by prior appointment.
How does the school consult with and involve children with SEND in planning and reviewing their education?	As a school we value and celebrate each pupil being able to express their views on all aspects of school life. This is usually carried out through the school parliament, which has an open forum for any issues or viewpoints to be raised. If your child has an EHC Plan, their views will be sought before any review meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties. In these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with the pupil.
How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children with SEND?	The school's SENDCo, along with the Head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The school has developed links with a cluster of schools which enables opportunities for shared expertise and resources and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. As a school we have an annual cycle to assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through questionnaires or formal and informal discussions. We also employ the services of external School Improvement Partners who work with us to evaluate and develop plans for improvements.

Keeping Pupils Safe and Supporting Their Wellbeing

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

At Tarporley CE we view the safety of our pupils very seriously.

Information about pupils with SEND is communicated to relevant school staff throughout the year.

Where risks are identified measures are taken to limit these, for example supervising a pupil more closely during the transition between class and parent/carer at the end of the day. Where necessary alternative arrangements for the most 'risky' times of the day are made, for example an additional teaching support assistant may be employed to help facilitate good play at break and lunch time.

For some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENDCos.

All pupils are included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

What pastoral support is available to assist with my child's emotional and social development?

Tarporley CE has close links with the local Churches and clergy who regularly undertake school assemblies as part of our Christian Ethos.

We are an inclusive school and we believe in developing the 'whole child', which includes helping them to develop resilience, social skills, self-awareness, self-esteem and uphold positive values so that they can develop into well balanced individuals.

We have a caring, understanding team looking after our pupils. The class teacher has overall responsibility for the pastoral and social care of every pupil in the class, therefore this would be the parent's first point of contact.

If further support is required the class teacher liaises with the SENDCos for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

Personal, Social, Health and Emotional wellbeing is seen as an important part of our curriculum, and class teachers address this through daily worship in class/assembly time and our Good Morning Club resources.

Staff, promote an environment in which positive personal relationships can flourish, and seek to support pupils in managing their emotions and relationships on a day to day basis.

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing:

	• We have a range of different clubs which the pupils can join. These help develop the pupil's social skills, resilience and team spirit. • We have a robust Child Protection Policy in place; we follow National & LA Guidelines. • We have a robust Behaviour Policy in place. • The Head teacher, Deputy Head teacher and all staff continually monitor the Emotional Health and Wellbeing of all our pupils. • We have two trained ELSAs (Emotional Literacy Support Assistants) • We are an Anti-bullying school. The school holds a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. They are also taught about the different types of bullying and what to do if they feel that they or a friend is getting bullied. We have a clearly set out Anti-Bullying Policy written with advice from the DFE (Department for Education). There are a range of assemblies and whole school events linked to anti bullying (including anti-bullying week), and class teachers are vigilant in monitoring the pupil's behaviour for indications of bullying. We ensure that all staff are pro-active by identifying when a conflict could turn into bullying and personalised support for the pupils involved are put in place immediately and parents/carers involved. Where in the unlikely event bullying has taken place it is taken very seriously and appropriate measures are put in place for both victims and perpetrators, which take into account the needs of all the pupils involved.
How will the school manage my child or young person's medicine or personal care needs?	The school has a policy regarding the administration and managing of medicines on the school site (available on request). Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day. Only prescription medication can be administered in school. Where possible, pupils should be encouraged to take responsibility for managing their own medication, although this will always be under the supervision of an adult. The Head teacher's agreement is required to allow a nominated volunteer staff member to help with specific medical needs. Teachers who have a pupil with a specific medical need will require appropriate training regarding the condition and when or where the pupil may need extra attention. In the teacher's absence another member of staff should be available with adequate knowledge. No medication will be given to a pupil without a written request from the parent and the medication accompanied by a printed pharmacy dosage label or doctor's note to the effect that it is necessary to administer medication in school hours. A child attending Tarporley CE Primary School with long term medical needs will have an individual Health Care Plan drawn up and developed by the head teacher, parent, teacher and SENDCO.

	In the event that such a plan is to be drawn up the school will follow statutory guidance from the Department for Education 'Supporting pupils at school with medical conditions. (April 2014). Medication will be stored in the original container in which it was dispensed, in a locked cupboard in the office. Pupils should know where their own medication is stored regarding asthma inhalers. It will be accessed by a nominated staff member. If a medication is needed in an emergency then all members of staff should have access to it. Medication requiring refrigeration will be stored in a locked container in the fridge in the staffroom. In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers) . Other medication such as epi-pens and epilepsy rescue medication is stored in a central location in the school office. When a pupil has a long-term medical need their photograph and information about their medical condition is put into a class file (Child Profiles) for all members of staff to refer to and displayed in the staffroom. For some pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom. Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day. We have a disabled toilet with shower and changing facilities. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored alongside the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. If a pupil will be away from school for a significant period of time Tarporley CE Primary School will try to arrange home tutoring through the Medical Needs Team. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness. Designated staff, undertake regular first aid training and in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils, such as Diabetes.
What support is there for behaviour, avoiding exclusions	At Tarporley CE Primary School we believe in developing positive attitudes to learning. We teach this through our Christian values of Love, Friendship, Trust, Hope, Forgiveness, Joy and

and increasing attendance?	Celebration, which help them develop positive attitudes not only learning, but future opportunities and prospects. The school has a clear behaviour policy with clear a system of rewards and sanctions which are followed by all staff and pupils. Pupil's behaviour is recorded and tracked using our on line reporting system CPOMS; We work flexibly in response to pupil behaviour and aim to find creative strategies to support pupils in managing their behaviour. It is very rare that we would consider exclusion for any pupil. With attendance, we have procedures in place to support pupils and their family, but if a pupil continues to have poor punctuality or attendance the Education Welfare Officer (EWO) will need to be informed.
Working Together & Roles and responsibilities.	
What is the role of my child's class teacher?	The role of the class teacher is: • Ensure that all pupils have access to High Quality Teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
Who else has a role in my child's education?	SENDCO responsibilities: • Overseeing the day-to-day operation of the school's SEND Policy; • Coordinating provision for pupil with SEND or pupils who need 'catch up' • Liaising with, advising and contributing to the in-service training of fellow teachers and other staff • Liaising with the relevant designated teacher where a looked after pupil has SEND • Advising on a graduated approach to providing additional SEND Support • Ensuring that the records of all pupils with SEND are kept up to date • Liaising with parents of pupils with SEND • Liaising with early years providers and secondary schools, educational psychologists, health, social care, and independent or voluntary bodies who may be providing SEND support and advice to a pupil and their family • Being a key point of contact with external agencies, especially the Local Authority and Local Authority support services

	• Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned • Collaborating with curriculum coordinators so that the learning for all pupils is given equal priority • Ensuring with the Head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. The SENDCO is responsible for ensuring that the school can track and record support plans and decisions for all the pupils with SEND in the school. There are also a number of support staff (teaching assistants) working in school. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. The class teacher and SENDCos are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities. A pupil may receive support from a number of adults. As a school we welcome regular dialogue between parents and staff on how a pupil's day has been and we do actively encourage this continued feedback. Our Head teacher is responsible for: • The day to day management of all aspects of the school, this includes the support for pupils with SEN and/or disabilities. • She gives responsibility to the SENDCos and class/subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. • Our named Governor is responsible for SEND (Gill Tyler): • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school. • Making sure that the necessary support is made for any pupil who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to pupils with SEND in the school and being part of the process to ensure the • pupil achieves his/her potential in school
What expertise is available in the school in relation to SEND?	Our SENDCo took over the role in September 2023 and is a qualified and experienced teacher. Emma Massey gained the National Qualification in Special Educational Needs and Disabilities in 2017. The SENDCo's job is to support the class teacher in planning for children with SEND. Ms Rachel Sims and Mrs Emma Hart are trained ELSAs (Emotional Literacy Support Assistants) to support emotional literacy of children when needed.

	All our teachers hold qualified teacher status and the school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. All staff undertake training in Safeguarding and Prevent duty. Staff training is arranged to ensure that staff are confident in working with children with a range of SEND. Examples include the following: • the deputy Head Teacher holds a register of all SEND related training • there is a specific section of the budget dedicated to staff training • the SENDCO delivers in house training for SEND concerns • Specialist Teachers deliver staff as appropriate INSET e.g. speech and language support • the SENDCO is involved in the annual appraisals for TAs that include identification and coordination of training needs • the SENDCO and Head teacher organise for external agencies to deliver training for staff e.g. working with a behaviour consultant, the Autism Team, medical needs training or Positive Handling Training • The SENDCo attends the SEND Network meetings, the Chester Diocesan SEND Inclusion meetings and is supported by The SEND Officer We regularly seek advice, support and training from outside agencies such as: • The Autism Team • High Quality Teaching documents to support children with ASD, ADHD, Dyslexia, DCD, • The school nurse • The Educational Psychologist who can assess the children's cognitive ability, facilitate a clearer understanding of a child's special educational needs and how best to meet them • Physiotherapists and occupational therapists • The sensory impairment specialist team
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?	As a school, we work closely with any external agencies that we feel are relevant to individual pupil's needs within our school. We have close links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Behaviour Support Consultant, Speech and Language Therapy and Occupational Therapy, GPs, school nurse, social services including: Locality Teams, Social Workers and Educational Psychologists. Where needed, we will organise multi-agency meetings to discuss pupils, (e.g. TAF) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.
What opportunities are there for parents to become involved in the school and/or to become governors?	Parents are encouraged to support their pupil's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. accompanying trips.

	There are opportunities to join the PTA who organise events and fundraise on behalf of the school. Parents are encouraged to become Parent Governors through a democratic process and we regularly promote questionnaires gaining parents views.
What help and support is available for the family through the school?	Our school staff would provide support and advise parents with any forms and procedures that are needed to access support that is available for families with any requirements. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. • The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • Child Profiles will be reviewed with your involvement. • Homework will be adjusted as needed to your child's individual needs. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
What other support services are there who might help me and my family?	A. Paid for centrally by the Local Authority but delivered in school • Autism Outreach Service (CEAT) • Educational Psychology Service • Sensory Service for pupils with visual or hearing needs B. Provided and paid for by the Health Service (Cheshire West and Chester NHS Trust) • School Nurse (Professional training for school staff to deliver medical interventions) • CAMHS • Speech and Language Therapy (SALT) • Occupational Therapy • Physiotherapy C. Voluntary agencies • Parent Partnership Service (to support families through the SEND processes and procedures). • National Autistic Society • MENCAP • Family Learning Support
Inclusion & Accessibility	
How will my child be included in activities outside the	All pupils are included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful.

classroom, including trips?	A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. An individual risk assessment will be carried out for children with more complex needs if necessary. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.
How accessible is the school environment?	Is there wheelchair access? Yes at entry points and a lift for the upper floor. Are disabled changing, shower and toilet facilities available? Yes Do you have parking areas for pick up and drop offs? Yes in the Poppy Lane car park. We have an Accessibility Plan in place (available on the website) and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. • The school is fully compliant with DDA requirements. • The majority of the school is on one level with easy access and double doors. The year 5 classroom is currently in the upstairs classroom but will be changed when required. • There is a disabled toilet. • We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs. • After school provision is accessible to all children including those with SEND. • Extra-curricular activities are accessible for all children including those with SEND. • Building work has been completed in September 2018 and all work is compliant with the DDA (Disability Discrimination Act)
Transition	
How will you prepare and support my child to join Tarporley CE Primary School? How will you support my child when they are leaving this school? OR moving on to another class?	We offer a range of transition visits for new reception pupils; however, we encourage the families of pupils with SEND to arrange a separate visit with the SENDCo so that information which specifically relates to your child's requirements can be shared. This can be arranged by contacting the school office. We recognise that 'moving on' can be difficult for a pupil with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving from another setting: • We will hold a multi-agency action for inclusion meeting if your child is identified as having a higher level of need. • We will endeavour to sure that all records about your child are passed on as soon as possible. If your child is moving to another school: • We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that need to be made for your child.

	- We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: - Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. - If your child would be helped by a book to support them understand moving on, then it will be made for them. - SENDCO ensures adequate training is transferred or information passed on to ensure children are fully supported. Transfer to Secondary School: - The SENDCO will ensure that the specific needs of your child are discussed with the SENDCO of their secondary school as appropriate. - Where possible your pupil will visit their new school on several occasions and in many cases staff from the new school will visit your child at Tarporley CE Primary. - information is shared between institutions, services and outside agencies to ensure the highest standard of provision continues to be in place - Additional transition time/ visits are accommodated Health professionals tasked in Year 5 transition reviews to complete audit of environment and begin transition arrangements with plenty of time.
Who should I contact about my child joining Tarporley CE Primary School? How can parents arrange a visit Tarporley CE Primary? What is involved?	We welcome visits to school at any time and can be arranged with school prior to the visit. Please contact the school Admin Office (admin@tarporleyce.cheshire.sch.uk) to arrange a meeting to discuss how the school could meet your child's needs. Cheshire West and Chester's admission arrangements are clearly explained on their website. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.
Additional Information	
Where can I find the setting / School's SEND policy and other related documents?	Tarporley CE Primary School: SEND The website provides you with the SEND policy and other relevant school policies and documents relating to provision offered to our pupils.
Where can I find the Cheshire West and Cheshire Local Offer?	Special Educational Needs and Disability (SEND) Local Offer Live Well Cheshire West

What can I do if I am not happy with a decision or what is happening?	If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should: In the first instance approach the class teacher. If this doesn't resolve the complaint then a parent should speak to the SENDCO. If still unhappy with the provision, then a parent should then speak to the Head teacher who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin Office. A parent may wish to seek advice at this time from the 'Information, Advice and Support Services' (IASS). However if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available. As a last resort, an appeal can be made to the First-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.
When was the above information updated, and when will it be reviewed?	It was updated September 2024 and will be reviewed September 2025

Report written by Miss Emma Massey

(SENDCo)