

**What specialist services and expertise are available or accessed by the setting?**

- Please refer to the local authorities local offer at: <https://www.wiltshirelocaloffer.org.uk> for information about the range of services available in Wiltshire
- We access the support of a range of services as and when needed such as Speech and Language Therapy Service, CAMHS (Child and Adolescent Mental Health Services), Specialist SEN Service and the Educational Psychology Service.

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

- The school provides a range of CPD for staff based on the needs of staff and the needs identified by the SENCO so that there are whole school approaches to managing SEN.
- All new staff work through the Inclusion Development Programme as part of their induction. Specialist training may be sought where there are more uncommon SEN that need to be supported by staff. Training is cascaded to all staff in order to support whole school approaches.
- We have an SEN team consisting of the SENCO and two SEN teaching assistants. We meet regularly to plan and review the needs and progress of our SEN learners.

**How does the setting know if my child might need extra help and what should I do if I think my child may have SEN?**

- Our school use the Wiltshire Graduated Response to Supporting SEN. However, we also use a needs analysis grid (NAG) with parents which is also completed separately by staff and the pupil (a pupil friendly format is currently being developed). This allows the SENCO to cross reference needs and to identify patterns across different settings. It also facilitates greater parental engagement in the process from the outset at the point of identification.
- A range of other evidence is collated including assessment data, work samples, observational data which is used to determine the nature, severity and complexity of the pupil's needs.

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- If you believe that your child may have an SEN then please contact the school to arrange an appointment with the SENCO or come along to one of the SENCO 'drop-in' sessions which are held termly. We will determine the next steps and create an action record together.

**How will the school prepare and support my child to join the setting and transfer to a new setting? (What are the transition arrangements?)**

- There are a range of transition options available to pupils transitioning to a new setting with additional visits to secondary school and other activities to prepare pupils for transition times. Other shorter term transitions are dealt with on an individual basis to suit the needs of the pupil.

**What type of SEND does your setting provide support for?**

- We are used to dealing with a broad range of needs from genetic disorders that result in special learning needs, and specific learning difficulties such as dyslexia. If we do not have the knowledge within school we can access appropriate training.

**How will I know how well my child is doing and how will you help me to support my child's learning and development?**

- At parent's evening, the class teacher will report on progress made during interventions and how this is helping your child in class. The class teacher and SENCO will also arrange to see you to at a separate meeting to report on the areas of progress identified as needing support on the NAG. A spidergraph is used to represent this information and shows the whole child and their development in areas identified as we will have given a rating to your child's area of need with you at our first meeting.

**What cultural backgrounds does the setting offer and how?**

- Churchfields school has a unique character with two bases in rural village settings on the outskirts of Melksham and Bradford on Avon. We are proud of the characteristics

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of our school and it's heritage and are also proud of the way in which we incorporate different cultural experiences into our curriculum

**What type of and how many complaints did you receive last year and how were they resolved? \***

- There are currently no formal procedures for parents to complain and parents usually contact the head teacher or SENCO if they wish to complain. This year we are trialling a survey to collate parents responses the identification of and provision for SEN. The results will be shared on the next SEN information report. Currently, parent drop in sessions to meet the SENCO are offered three time per year where parents can express any complaints that they have.

**What support will there be for my child's overall wellbeing? \***

- From spring 2015 We will have an ELSA trained teaching assistant who will be able to work with pupils for whom there may be wellbeing issues with regard to emotional social or mental health. The class teacher and parent/carer would identify areas of need and together with the SENCO would action the input of the ELSA TA. Sessions will be agreed with permission of parent/carer with follow up activities at home.

**What percentage of the school has SEN needs? What is the break down – e.g. school action, school action plus, statement. \***

How many children are in each year group? Plus how many children with statements were in each year group last year?

- Currently, 12% of our school population are identified as having SEN.

**Communication – how will the school let parents / carers know about things? \***

- We have parent drop in sessions for parents each term. Parents also have regular parent/teacher meetings. The school is currently developing a series of leaflets for parents on a range of needs and information on how the school identifies and manages SEN.

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- We also have a cycle of 12 week review meetings with parents of children with SEN in order to monitor and evaluate the provision that their child has had and to agree the next action plan. This is collated onto the reverse of the child's one page profile in a child friendly format.

### **How will the curriculum be matched to my child's needs?**

- Staff are skilled at differentiating the curriculum to meet the needs of a range of learners, particularly due to our mixed age classes. This encourages us to personalise learning rather than see it as a category for year groups.

### **How flexible is the setting with regards to the average day?**

- We have the capacity to be flexible due to our skilled TA support team. This enables us to make alternative arrangements for children where necessary such as at transition times or play times.

### **How is the decision made about what type and how much support my child will receive?**

- The class teacher and SENCO work with the parents to identify the severity and persistence and nature of the needs. We plan accordingly and implement interventions based on need. Interventions may be time limited and run for a few months; some are ongoing over a longer period of time.

### **How will the setting support my child?**

- We have a range of interventions available that can support your child depending on their need. We will use different assessments to ensure that the support is having an impact in terms of academic and more holistic measures.

### **How and who do Churchfields alert if my child is not getting the support they need?**

- We are able to draw upon a range of external agencies that we can draw upon if we feel that your child, despite access to proven interventions delivered with fidelity, continues to make limited progress in their area of need. We can access more

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specialist advice from such agencies as the Educational Psychology Service for advice on more specialist provision.

### **What support is there for parents/carers?**

- In school parents can access the parent drop in sessions with the SENCO. However, there is also support for parents available via the Wiltshire Parent Carer Council.

### **How are the settings resources allocated and matched to children's SEN?**

- Resources are matched to need by assessing the severity and persistence of need using the Wiltshire Graduated Response to SEN and the school's own measures as well as standardised assessment data. This informs the level of resourcing required to support your child's needs

### **Who can I contact for further information and how?**

- Please feel free to contact the school for further information; if we are unable to provide the information you need we can signpost you to other sources of information. Also the Wiltshire local offer has the details of a range of information services:

<https://www.wiltshirelocaloffer.org.uk/>

### **How will my child be included in activities outside of the classroom including school trips?**

- If your child has any specific needs that will impact on their ability to access school trips, we will conduct a risk analysis to ensure that we are well prepared for all eventualities. All of our out of school activities are available to all regardless of SEN/D.

### **How accessible is the setting environment?**

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- We have an accessible building which is on one level that includes facilities for people with disabilities including a ramp and a toilet which is fully accessible to wheelchair users.

### **Can my child school dinner requirements be accommodated if they have a special diet?**

- We are able to request meals that meet the dietary requirements of children with nut and gluten allergies as well as meat free diets.

Key:

SEN – special educational need

SEN/D – special educational need and or disability

SENCO – special educational needs coordinator

TA – Teaching Assisstant

NAG – needs analysis grid

ELSA – emotional literacy support assistant

July 2016

To be Reviewed: July 2017