



Cheam Park Farm Infants School

SEND Local Offer

Information and guidance

Points of contact

The school aims to provide for the special educational needs or disabilities (SEND) of all our pupils as they are defined in our SEND Policy. The policy is updated in line with new legislation and is published on the website following ratification by the full Governing Body.

At Cheam Park Farm Infants School we aim to have an open partnership between parents and staff. We welcome parents to work with staff and to ensure that there is open communication.

If a parent has a particular concern about their child they should contact the child's class teacher, SENDCo or Headteacher. This can be done through emailing the school, writing a note for the teacher, speaking with them after school or by arranging an appointment if necessary. Staff will also liaise with other agencies as required. Our Headteacher is Alison Day and our SENDCo is Sarah McGauley. Our SEND Governor is Pam Cooper.

Assessment / planning and review / partnership for progress

At Cheam Park Farm Infants School our motto is "Where happy children love to learn". We treat every child as an individual and our lessons are differentiated to meet the varying needs of the children within the class. The children are observed regularly and summative assessments take place every term to track where the children are with their learning. This enables us to monitor progress and also to identify areas of need that may need to be addressed for individual children. The assessments are predominantly in Mathematics and English. The class teacher / staff carry out the assessments and in partnership uses his/her knowledge of the child's learning to assess the progress each child is making.

With parents we endeavour to support the children wherever we can. If a child is not making progress, the class teacher may provide additional support. If the child continues to experience difficulties a meeting will be held for parents, class teacher, SENDCo and possibly Headteacher to discuss the areas of need and support required.

In addition we have up to three parent consultation meetings every year where parents have the opportunity to come into school and discuss their child's progress with the teacher. During this meeting targets are discussed with the child and parent.

At the end of the academic year each child will receive an end of year report that will highlight the child's progress, achievement and areas of need.

For children with SEND we also use a document (Graduated Support), which helps us to determine the severity of a child's need.

Curriculum and teaching methods

The children are taught a broad and balanced curriculum as set out by the Foundation Stage Curriculum and the National Curriculum. Staff promote participation and ensure that activities are differentiated to meet the individual needs according to what is appropriate for each child.

Intervention groups will be provided for children who need additional and specialist support to help them achieve the expected outcomes. Each class has a teaching assistant (TA) who can be deployed to support individuals and small groups.

For children with SEND other outside agencies may be contacted if it is seen to be appropriate to provide extra support.

Access to learning and curriculum

Every child is different and at Cheam Park Farm Infants School we endeavour to cater for every learning style in our lessons through the delivery of quality teaching, visual stimulus and technology to engage all children. Lessons use a variety of visual, kinaesthetic and auditory tools in order to support children and engage them with their learning.

If a child is identified as having a SEND and therefore requires extra provision or specialist strategies in place to support them then the staff will work together to ensure that these needs are met.

Intervention strategies support the development of academic, social, physical and emotional skills. These may be provided internally within the class or year group or by an external agency.

Regular review meetings are held to track progress towards outcomes and evaluate interventions. These interventions are documented on the child's individual plan (IEP), which informs planning, delivery and assessment. For children continuing to experience significant difficulty an application for an Education Health and Care Plan (EHCP) assessment may be required.

If a child is assessed as requiring an EHCP they may be allocated a TA who may support them whilst working within a group or one-to-one. The staff will be aware of the child's needs and how to support them.

Tests and assessments (access arrangements)

At our school children with special educational needs or disability are generally assessed at a lower level than their peers at the beginning of the year. However we would expect them to make progress, which is in line with their peers. We currently measure progress in sublevels and at our school we expect three sublevels of progress for reading, writing and maths for SEND for each year group.

As a school we will measure a child's progress in learning against prior attainment and in relation to their educational needs.

Every effort is made to ensure the environment is appropriate for any test or assessment and that where possible children do not feel the pressure of being tested.

All children in Year 1 will sit the statutory phonics check.

At the end of Year 2 all children are expected to complete end of key stage assessments. These assessments will be modified for the child if it is not appropriate for them to complete the assessment.

If a child does qualify for additional support or time to access the tests then parents will be contacted and informed of this.

Social and emotional support

All children are taught through Personal, Health and Social Education (PHSE) lessons, staff modelling and daily interactions how to deal positively with social interactions. The school's behaviour policy outlines how behaviour is managed as a whole school approach and outlines what the rewards and consequences are. This enables children to feel safe and secure and to understand boundaries. At Cheam Park Farm Infants School the children lose 'Golden Time' if they are not behaving appropriately.

Our motto is "Where happy children love to learn". All staff endeavour to ensure that children feel safe, comfortable and welcome. Children know they can speak to staff should they have a need. There is an open door policy between staff and parents.

All children are supported to develop their social and emotional skills. If a child is identified as needing additional support they may attend SEAL (Social and Emotional Aspects of Learning) or ELSA (Supporting Emotional Literacy). These are intervention groups.

There are also opportunities for children to attend clubs before and after school, particularly in Year 2, which encourage independence and social resilience.

We recognise that children with SEND can be vulnerable and the school uses its best endeavours to support children's resilience.

Accessibility to premises and facilities

Our school has a regard to the Equality Act of 2010 and is keen to promote equal opportunities for all children with or without disabilities. Teachers are aware of varying physical and sensory needs and are equipped to differentiate accordingly. Our school is accessible.

We work with the Sensory Impairment Service to provide specific equipment and strategies for children who have hearing or visual impairments.

All children have equality of opportunity to access the curriculum and after school clubs. Reasonable adjustments are made to enable participation in school visits.

Working with others

When appropriate, the School will work with various outside agencies, which may include:

- Speech and language therapists
- Occupational therapists
- Educational psychologists
- English as an additional language support
- Inclusion support services
- Speech, language and communication needs
- Learning support service
- Autistic spectrum disorder
- SIS travellers
- Social care
- Health and mental health services

All agencies have rigorous criteria and thresholds. To access any of these services the SENDCo completes a referral on the child, which is submitted to the service. We discuss this with the parent/ carer to ensure they are fully involved in any referral

The school strives for a multi – agency approach in order to improve outcomes for children. Agencies work in a range of ways, which may include one-to-one consultation, class observations, small group work, consultation with professionals and parent meetings.

Transition

We are aware that transition between each stage of the school career can be challenging for children and parents. A school tour is offered to parents prior to starting at the school. Parents are invited into school with their child to meet their new teacher. This helps us as a school to get to know as much about the child as possible and allows a parent the opportunity to discuss concerns with the teacher.

The children are very well prepared for moving on to new classes. Staff work closely to liaise about new teachers and update staff with appropriate information. All files and documentation on children are passed onto staff from class to class.

Children are also taken to meet their new teachers and spend time in their new classroom. Children are given lots of opportunities to talk about their feelings and moving on.

The school provides personalised transition support as needed.

The same strategies are used to support children when moving on to their next school.

Extended school day

At Cheam Park Farm Infants School we have a breakfast club and an afternoon school club that children can attend should parents wish for them too. We also have clubs that are run by teachers after school throughout the school year for Year 2 children. Parents are sent letters to inform them of the different clubs that are available for the Year 2 children.

Sutton's Local Offer

For more information about education, health and social care for children and young people who have special educational needs or who are disabled, from birth to 25 years old, visit Sutton Council's Local Offer website – <http://localoffer.sutton.gov.uk>.