



Cheam Park Farm Primary Academy

Local Offer

Information and Guidance/Points of Contact

Who should I contact to discuss the concerns or needs of my child?

The school aims to provide for the special educational needs of all our pupils as they are defined in our Special Educational Needs and Disability (SEND) Policy. The policy will be updated in line with the legislation and this will be published on the website following ratification by the Local Governing Body.

At Cheam Park Farm Primary School we aim to have an open partnership with 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, Inclusion Lead 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.

There is also the opportunity for parents to contact the SEND governor if they wish via the Clerk to the School Governors.

Assessment, Planning and Review/Partnerships for Progress

- How does the school know how well my child is doing?
- How will I be kept informed about how well my child is doing?
- How regularly will I be updated on my child's progress?
- Will I know if my child is not making progress and what will happen?

At Cheam Park Farm Primary 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 assessments take place every term to track their current levels of progress and attainment. This enables us to monitor progress and also to identify areas of need that may need to be addressed for individual children. The class teacher carries out the assessments and uses their knowledge to assess how they are progressing with their learning.

Individual needs are also identified through teacher's knowledge and communication with parents as we all endeavour to support the children wherever we can. If your child is not making progress, the teacher will use targeted support and follow the Plan, Do, Review cycle. If your child continues to experience difficulties we will hold a meeting with you, class teacher, Headteacher and SENDco and Inclusion Lead to discuss the areas of need and support required.

We use assessments to tailor our lessons and differentiate our intervention groups. If we have any areas of concern we will make sure that we liaise with parents to keep them informed. All intervention groups are differentiated to meet the children's individual needs.

In addition we have two parent consultation meetings every year where parents have the opportunity to come into school and discuss their child's progress with the teacher.

At the end of the academic year each child will receive an end of year report that will highlight the children's progress, achievement and areas of need. The assessment data will be drawn from a range of sources.

For children with SEND we also use the graduated support document to determine the type and severity of the need. All staff follow the Plan, Do, Review cycle. This outlines the category and level of SEND the child may have. We recognise that under achievement is not synonymous with SEND. Some children will need transient support for a range of issues.