

# SEND-Information Report

## Chandlers Ridge Academy Local Offer

Information for parents and carers of children with  
Special Educational Needs and Disability

### Local Offer

*The following 12 Questions and the information provided are designed to help communicate to parent carers, and others who work with the school, how children and young people with Special Educational Needs and Disabilities are supported.*

SEND - Special Educational Needs and Disability

SENCo- Special Educational Needs Coordinator



## Identification of needs

### 1. a) How does the school identify children with special educational needs?

- Good quality whole class teaching is clearly defined in our school and we expect all staff to deliver this. We have monitoring systems in place, which regularly track the progress our learners make (e.g. through subject level attainment).
- Using termly progress tracking procedures we quickly identify pupils who have not made enough progress through whole class teaching.
- Teachers also routinely inform the SENCO and their team of any concerns they have or any dialogue they have had with parents who have expressed concerns.
- On initial identification, a record is kept of the nature of the concerns highlighted to inform us as staff of the provision needed.
- Areas of need your child may experience difficulty in would fall into 4 main categories:  
1. Cognition and Learning, 2. Communication and Interaction, 3. Emotional, Behavioural and Social, 4. Sensory and Physical.
- Through regular timetabled meetings, and transition points through school to different year groups, information is gathered between the school SENCO and appropriate members of staff. Using discussion and progress data, we assess those pupils highlighted as vulnerable learners, identify the pupils' needs, implement support and assess the outcomes. This is a continual process.
- Any transfer of data and pupil information from a previously attended primary school will be used to inform identification of any additional needs.
- The SENCO, Head Teacher and Senior Leadership team use information about pupils and progress data analysis to inform any further provision needed. The effectiveness of provision available throughout school is regularly evaluated.
- The SENCO investigates further and may seek more in-depth assessments of needs either in response to data, staff or parental concerns.
- If required the school will contact external professionals, following consultation with parents, to further assess a pupil dependent on the nature of their needs and give recommendations for appropriate provision. Some examples of external service providers: Speech and Language service, Occupational Therapy, School Nurse, GP, Educational Psychology service, Mental Health Service.
- [Please follow this link to view Our school's Special Educational Needs and Disability Policy](#)

### b) How do we involve parents in planning for those needs?

- In the first instance parents/carers are encouraged to speak to the class teacher about any concerns they have. You can speak to your child's teacher directly or contact the school by telephone.
- All our staff are vigilant in supporting and raising any concerns about pupils who may require additional support at the earliest opportunity. This will be done through a discussion/organised meeting with the parent. It is important to recognise that, although your child may be assessed as having barriers to their learning, it is really important to involve you as the first step in breaking down those barriers. Working together in how to do that most effectively to meet your child's needs is crucial.
- The nature of a teacher/parent concern will be discussed recorded and monitored closely by the relevant staff.
- We regularly share progress feedback with our learner's families through parents' consultation meetings in the Autumn and Spring Terms. Further consultations with parents are welcome and should be arranged with the class teacher via the school office.
- Any parents of children with a medical need will work alongside the teacher and SENCo and any other medical professionals to ensure their child's needs are met in school and abide by the school's Medication Policy.
- Further support can also be given by the school Special Educational Needs Co-ordinator (SENCo) ***Please see '12. Who can I contact for further information?'***



## Support

### **2a) Who in the school will support my child and how will this be monitored and evaluated?**

- All teachers at Chandlers Ridge Academy have a responsibility for the teaching, monitoring and evaluating of children with SEND. This is the first principle of the New Code of Practice.
- Pupils who are registered, as SEN support, in line with the SEN code of practice 2014, will have termly planning and evaluation meetings with you and the pupil to oversee the plan, monitor progress and evaluate any interventions. There will be a dedicated person agreed.
- Pupils with an EHC (statement) will have their progress reviews with the SENCO and class teacher.
- A team of SEND support staff who have differing roles support quality first teaching. However, always central to this is breaking down barriers to learning and helping SEN students to move forward with their learning and progress.
- The Head Teacher, Senior Leadership Team, SENCo and Governors regularly monitor the quality and impact of special educational needs arrangements through provision mapping. **[Please see appendix 2 of our SEND policy for an example of the schools Provision Map at each level of need.](#)**
- The extra support children receive, which is additional to and different from their usual classroom experience is planned by the SENCo and class teacher. This additional support may be provided by a teacher, higher level teaching assistant (HLTA) or learning support /teaching assistant (LSA) (TA).
- The SENCo oversees all additional support.
- The progress of all children receiving additional support is closely monitored and measured to ensure the additional support is having the necessary impact. Diary evidence of intervention, discussions and data is examined to evaluate provision outcomes for the pupil.
- All interventions that are put in place to provide additional support for children are carefully chosen. The choice is based upon the assessment of need, the provision available, research and clear evidence of successful interventions.
- Each intervention is monitored for its effectiveness and this is evaluated by the impact it has had on the pupil's outcomes.

### **b) How are the decisions made about the type and amount of provision a child will need?**

- Decisions are based on quality evidence the school has collected termly: both data evidence and that from talking to everyone involved in teaching a pupil.
- Decisions will also be based on the advice from any other professionals who have been involved.
- The amount of provision is decided in line with the needs of the child.
- Children who have a small gap in their learning and are slightly behind in their progress will receive additional support in class. This support may be from the teacher or learning support assistant or by using an additional resource e.g. use of computer, writing slope to aid handwriting. This additional support will be communicated to parents at parent consultation evenings.
- Children who have a larger gap in their learning and are further behind with their progress require a higher level of support. The type of support will be decided by the class teacher and SENCo and it will be delivered by a teacher or higher level/ level 3 teaching assistant, or in some cases a specialist learning and language teacher. This may be delivered inside or outside of the classroom. This additional support will be discussed with parents. The child will have a special needs 'Support Plan' if they need 'additional to and different from other pupils' support.
- Children with significant difficulties may require further support from outside professionals. Parents are consulted about this beforehand and the appropriate support is planned for the child in consultation with the professional, SENCo, teacher and parent.
- If there is multi agency involvement with your child and they have significant barriers to their learning a meeting may be called to decide if it is necessary for your child to be assessed for an Education Health Care Plan. This process will be discussed with you throughout the process of planning for your child's needs.
- The staff involved and the SENCO measure the impact of additional support. This is to ensure it is appropriate and relevant to the child and is enabling them to make progress



## **Curriculum**

### **3. How will the curriculum be matched to the needs of children?**

- All pupils have an entitlement to study a full curriculum.
- Good quality whole classroom teaching is the cornerstone of our practice. Learning opportunities, which are matched to a child's ability and interests, are a key part of this.
- Differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies.
- Especially within core subjects, groups are set within ability bands and this leads to differentiation of the levels students are working at using quality first teaching and ensuring that targets are stretching and attainable.
- We use an Assertive Mentoring approach to learning where each child, on a regular basis, discusses their learning with their class teacher in a 1:1 conversation. Together the learner and teacher identify the best ways to meet the learner's needs and to discuss next steps for learning. They will have the opportunity to help shape their support plan with a focus on the outcomes we want the child to achieve termly. They complete an 'All about me' task which is included in their special needs support plan. This details all their needs, aspirations, areas of difficulty, interests and strengths curriculum areas.
- The school fully consults with parents at the time of making Key Stage choices.
- Please see the school policy for SEND for further information on how the school curriculum is supported and adapted to meet individual learning needs.



## Accessibility

### 4. How accessible is the school environment?

- We have an Accessibility Plan in place and we consider our environment to be fully accessible. [This is available on our website here.](#)
- The building has wheelchair access. We make reasonable adjustments to the environment to suit our learners.
- We monitor the languages spoken by families in our school. Where appropriate we try to ensure that home/school communications are clearly explained to parents either verbally, through use of pictures/written translations or translators if this was necessary.
- [Please follow this link to the Local Authority transport policy.](#)



## Parental Involvement

### 5. How will both the school and the parent know how children are doing and how will the school support children's learning?

- We believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations.
- Children receive daily feedback on their learning, verbally and through the marking of their work. They also receive termly feedback on learning and progress during their 1:1 Assertive Mentoring meetings with their class teacher. They review outcomes of their support plan together.
- Parents are invited to contribute through a number of means including parent consultations and curricular meetings.
- We offer a number of curriculum focus evenings throughout the year where parents can learn more about the ways in which we teach children maths or writing for example.
- We believe in supporting the development of parenting skills and are able to signpost parents to support services offering this type of support.
- There are also opportunities to support learning through the school website. [Please follow this link for 'DB Primary' interactive learning tool.](#)
- Should more regular contact between parents and teachers be required, our staff will make suitable arrangements to ensure this is put in place.
- Parents of children with additional needs will have the opportunity to discuss their pupils' individual targets and outcomes when developing a 'Support plan' together. This gives a clear picture of all the child's historical needs and is outcomes focused. Parents can give their views about their child's progress and will be given a copy of these to further support their learning at home.
- We have an active parent association, which welcomes volunteers, ["The Friends of Chandlers Ridge"](#). [Please follow this link if you would like to be involved.](#)
- We have open door timetabled opportunities for parents to meet with the school nursing service in school to discuss any concerns.
- Our Board of Directors includes Parent representatives.
- Parents are consulted periodically over school aims and policies and are asked to give feedback about school. [Please follow this link to read more about the school's commitment to Parent Partnership.](#)



## Overall Well Being

### 6. What support will there be for children's well-being?

- Our staff provide a high standard of pastoral support and relevant staff are trained to support medical needs including diabetes. We are happy to administer medication to children in line with

our medical policy where it is assessed as appropriate. [Please see our policy on Supporting Children with Medical Needs in School.](#)

- Systems in school are in place to support pupils with medical conditions. In addition to learning needs, all staff are well informed of individual pupil needs in relation to medical social and communication needs.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- Each year group has the opportunity to attend a 'Social development group'. We employ a Higher Level Teaching Assistant and level 3 Teaching assistants who provide additional targeted support for children with behaviour, emotional, social or friendship difficulties.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We strive to ensure all our children have good attendance and arrive at school punctually.
- The school nursing service can be accessed at appropriate points. They can support families who have medical, developmental, social and emotional concerns for their child.
- Children's views are encouraged in a variety of ways and pupils have the opportunity to join our school council or become a House Captain for their year group.
- Teachers, through regular discussions, seek children's opinions on their learning with individuals and groups of learners as part of our monitoring systems.
- Pupils have the opportunity to share their views through school questionnaires to support the school in developing effective partnerships.
- The school provides 1:1 counselling opportunities for pupils who need targeted support. This is provided by Mind REACH service.
- Where families are in need, the school uses the Bungalow partnership for family support.
- We also use Play therapy to support pupils in need.



## Specialist Services

### 7. What specialist services and expertise are available at or are accessed by the school?

- All of our teachers hold qualified teacher status. The Special Educational Needs Coordinator is a qualified teacher, holds a Postgraduate certificate of Special Educational Needs and has over ten years of experience working with pupils with SEN.
- One of our learning support assistants holds a Higher Level Teaching Assistant Qualification. The majority of teaching assistants hold level 3 qualifications.
- We have a number of strong established relationships with professionals including the Learning and Language Support Team, The Speech and Language service, Educational Psychologists and the Child and Adolescent Mental Health Service.
- We are able to make referrals to and work closely with health professionals, including School Nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists.
- We are able to make referrals to Child and Adolescent Mental Health Services, GPs and Social Care.
- We have had access to an inclusion support specialist who has supported individuals in school.
- We have access to a 'Learning and Language' support teacher who specialises in literacy development and targets allocated pupil areas of need.
- We make referrals to the Bungalow partnership to support pupils and their families.
- We make referrals to REACH counselling service for 1:1 support.
- We make referrals to Play Therapy for 1:1 support.
- **Staff and Parents have access to advice, information and the services available to them in our Local Authority Local Offer - [Please follow this link to the Middlesbrough Council Local Offer.](#)**



## Staff Training

### 8. What training are the staff supporting children with SEND had or having?

- Our staff are trained so they have the knowledge and skills to provide good quality classroom teaching, which enables all learners to make progress.
- Staff are trained to support children with Special Educational Needs and past training has included 'Supporting children with Autism', specialist nurse 'Diabetes training' and staff attendance to the 'Better Reading Partnership' intervention training.
- Staff have the opportunity to attend training led by outside providers including Special Schools.
- Where appropriate, staff who support individuals/groups of children who have a particular need, receive training from the SENCo or other professional to be advised on the most appropriate ways to support their learners.
- Future training will share strategies to support children with Autism, developing support for pupils with English as an Additional Language and specific Literacy interventions.
- All staff have been trained to write and develop Support Plans.
- All staff follow procedures for Pupils with Special Educational Needs and Disabilities through the school SEND policy.
- Training will be triggered annually for updated delivery of specialist nurses information related to medical conditions.
- First aid training will be regularly updated.
- CAMHS are providing schools with specialist training which our staff access.



## Activities outside of school

### 9. How will children be included in activities outside of the classroom including school trips?

- Chandlers Ridge is an inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing or equipment.
- Staff who are arranging an offsite visit will discuss with parents and the supporting staff the requirements needed and the suitability of any trip, which the school is putting on.
- We will not stop any student from going on a trip due to their special educational need and or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012).
- A member of the Senior Leadership Team oversees all trips/ risk assessments to ensure students are safe and included where possible.



## Transition

### 10. How will the school prepare and support children to join school and how will it support the transition to the next stage of education and life?

- We invest time in welcoming our new learners and their families to our school community and they receive a detailed induction pack.
- Children who join the school in Reception will be offered a variety of induction opportunities including visits to the school for story times, they meet the teacher and can have a school lunch. A parents information meeting is delivered in the Summer Term before Reception entry. Children will also get to meet their teachers during planned class visits.
- The SENCo will meet any parents who have identified their child as having a special need. Parents are encouraged to identify a Special Educational Need, Disability and Medical need at the earliest point and any previous involvement of other support agencies prior to school entry.
- The SENCo organises Key Stage and team transition meetings between staff across school in the Summer Term. The pupils Support Plans, pupil file information, progress data and teaching and support staff information is shared with the new teachers that those children are transferring to.

All staff are then fully aware of identified needs. The pupils' targets are discussed, future provision is identified and the resources and background information are shared.

- Children moving onto secondary school take part in transition activities to prepare them for the changes ahead. They have the opportunity to visit their new schools and a teacher representative from the secondary school visits them in school.
- There are opportunities for additional inclusion days offered to pupils transferring to secondary school during the summer that we have identified as needing additional support.
- The SENCo meets with Secondary SENCos to discuss children with SEN and how they can best be supported. All relevant work undertaken with the child is copied and their support file is transferred to the secondary school in person.



## SEND Resources

### 11. How are the school's resources allocated and matched to children's special educational needs?

- The Head teacher, School Business Manager and Board of Directors monitor our finances regularly.
- We buy in Educational Psychology Services, a specialist Learning and Language teacher, a Play therapist and the Bungalow Partnership.
- We work with Mind who support our pupils through REACH counselling sessions.
- Using provision mapping we allocate provision accordingly and use this to plan future resource needs, how to delegate staffing and what staff training needs to be sought.
- Other teaching and special need resources are allocated funding through the SEN School Development Plan.
- We utilise our resources to support the strategic aims of our school as well as individual learner needs.
- We seek to ensure value for money service, so interventions are costed and evaluated.



## Further information

### 12. a) Who can I contact for further information?

- Parents can contact the school office for further information.
- **Telephone: 01642 312741**
- **email: [enquiries@chandlersridge.org.uk](mailto:enquiries@chandlersridge.org.uk)**
- In the first instance parents of children currently at the school are encouraged to talk to their child's **class teacher** about any questions or concerns they have. [Staff emails are available on our website here.](#)
- Further information and support can be obtained from the school **SENCo- Mrs Dixon** (Special Educational Needs Coordinator), who can be contacted via the school office or email [cradixon@chandlersridge.org.uk](mailto:cradixon@chandlersridge.org.uk).
- If further support is required, you may contact the **Head Teacher- Mrs Lidgard**.
- If you seek further school support, external to school staff, you may wish to contact our SEN Link Director, Mrs Catherine O'Brien c/o [enquiries@chandlersridge.org.uk](mailto:enquiries@chandlersridge.org.uk)
- If you are wishing to access information about Local Authority SEN please contact the SEN department by following this link: [www.middlesbrough.gov.uk](http://www.middlesbrough.gov.uk)
- The Middlesbrough Council **Local Offer** website link will give you advice on resources available to you as a parent in supporting your child's needs.
- [Please follow this link to your Local Authority's- LOCAL OFFER.](#)
- You will find out more information about [SEN funding and Education Health Care Assessments and Plans by following this link.](#)
- You may access supporting documentation from school to support your understanding of Special Educational Needs and Disabilities on request or from the Local Authority.

- Free-phone the Families' Information Service- **0800 073 8800**

#### **12. b) Where can I go to make a complaint**

- Complaints about the Special Educational Needs support provided by school are handled under the schools Complaints Policy. [Click on the link to view our Complaints Policy](#)
- If a complaint is unresolved after the final stage of the school's Complaints Policy and a parent feels that the school has behaved unreasonably about their concern, they can write to the Secretary of State for Education. [Please follow this link for further information.](#)