

## An overview of the school

Everyone A Learner - this is our school vision for your child.

At Chadwell we aim to reach the highest standards; to develop children's engagement with and understanding of the world; to maintain a team who are positive and reflective and to encourage strong home-school links so parents and carers can be active partners in their children's learning.

We want our children at Chadwell to be ready for all the challenges and opportunities their futures will hold – we want them to develop a love of learning and a heartfelt belief that they can “reach for the stars” - we want them to have the courage and belief to strive for the very best. We believe that together we can do just that.

We aim to maximise children's achievements by removing barriers to learning through a varied, rich and inclusive curriculum delivered in a safe, supportive and stimulating environment.

As a primary school, we believe we have a key role in society in combating discrimination and promoting fairness, justice and equality through our teaching and the role models we offer. We believe we are an important part of our local community.

Chadwell is a three-form entry primary. There are now four main buildings: one for our nursery children, the new extension for our Reception and KS1 classes, another for Year 3 and the main building for our children in Year 4-6.

We have a large playground which is divided into specific areas, as well as a separate self-contained learning /play area for our Nursery and Reception Children. Breaks and lunchtimes are carefully planned to prevent overcrowding and ensure safety. KS1 and KS2 have separate morning breaks and KS1 has an additional afternoon break. During lunchtime the different key stages have specific areas to play. There is a fenced area for ball games and a games area in the KS1 playground. We also have a fenced conservation area with its own pond, as well as a quiet area providing a place to sit amongst raised flower beds which are tended by our gardening club.

We have around 650 children on roll in the Foundation Stage, Key Stage 1 and Key Stage 2 as well as a 52 placed Nursery.

As well as a strong committed team of Teachers we currently have 20 Learning Support Assistants and 4 Nursery Nurses. All LSAs are highly trained to support the various needs of the children. We have some LSAs who work specifically with children who have English as a second language. A number of LSAs give targeted support and deliver intervention programmes to children not making adequate progress or fulfilling their potential. Other LSAs specialise in working with children who have medical or more complex special educational needs who have an EHC plan (Educational Health Care Plan).

## Identifying children's additional needs

### **How will the school know if my child needs additional help and how will the school share information with me?**

Early identification of any concerns in your child's development is essential. As a school we are constantly monitoring and assessing your child's progress and development and greatly value your views and support.

In Nursery and Reception all new children are invited for an initial meeting with Teaching Staff and Special Needs Coordinator. Later individual home visits are arranged. This is an opportunity for you to privately discuss any medical problems or concerns you may have in your child's development. This allows us to identify any child who potentially may need additional support before starting school.

For all other children who join in later year groups, parents are invited to a pre-school interview and children are giving an initial assessment on entry. If a child has been receiving additional support in their previous placement, the Special Needs Coordinator will contact their old school to ensure continuation of provision.

Teachers and senior management staff are continually assessing your child's learning and progress. After putting in place relevant strategies and targeted support, if your child is still not progressing the teacher will inform the Special Needs Coordinator. After observing and assessing your child, she will decide if extra support in the classroom or specialist help is required e.g. from the Speech Therapist or Educational Psychologist. If your child is receiving additional support in class the Class Teacher will inform you in parent consultations. If however it is felt your child would benefit from more specialist help or assessment you will then be invited to meeting to discuss your child's progress and gain your views and permission to refer to outside agencies. Once assessment has been completed you will be given a report and invited to school to discuss the outcome and what additional support or programmes will be put in place. If your child is being supported by outside agencies you will have regular review meetings.

### **Accountability Meetings**

All children are assessed and monitored at least termly. These termly accountability meetings are held with Headteacher, Deputy Headteacher, Special Needs Coordinator and Class Teachers to discuss the progress of each child. If a child is not making expected progress, then an intervention will be put in place. This will not only take into account the child's academic needs but also their emotional, behavioural and personal needs. Support may range from large and small group interventions to one-to-one support.

## Dedicated contacts at the school

### Who should I contact if I have any questions or concerns about my child's SEND?

You may need to make an appointment but the Special Needs Coordinator and Teachers are always available to discuss any concerns about your child's progress and development.

#### Special Needs Coordinator (SENCo) – Miss Sophie Ilsley

The Special Educational Needs Co-ordinator oversees all the support for children with special needs and disabilities. She organises the screening of children who we feel may need special help and support. This could be extra support in the classroom or specialist help where required – from the Speech Therapist or Educational Psychologist for example. She also provides huge support, not only for our children, but also for our families, being extensively involved in engaging outside agencies where needed.

#### Responsible for

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Offer to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with you and if necessary referring your child to outside professional bodies for further assessment e.g. Grovelands Child Development Centre, Speech and Language Therapist
- Liaising with all the outreach people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychology, School Nurse, and Specialist Outreach Teachers.
- Providing support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Updating the school's SEND records and analysing children's progress ensuring all the SEND needs of pupils in this school are known and making sure that there are excellent records of your child's progress and needs.
- Tracking data of all children's progress and ensuring that appropriate support is put into place for children not making expected progress.
- Liaising with School Nurse to put in place Medical Protocols and Care Plans
- Liaising with hospital medical and teaching staff to ensure continuity of education for children who have regular hospital treatment
- Referring to school nurse if concerns with hearing or sight
- Giving advice and support to parents managing difficult behaviour at home.
- Supporting children who are experiencing difficulties or traumas in their lives.

- Working to support families with other relevant outside services through the Common Assessment Framework.

### **Learning Mentors: Mrs Zerine Ozdemir and Mrs Rahila Ahmed**

The Learning Mentors also work closely with the SENCo supporting both children and families. They work alongside our children who may have emotional or behavioural issues. They guide, support and mentor specific children to ensure that they can be fully included in school life and get the best out of school.

#### **Responsible for**

- Supporting teachers to put in place strategies to help children with social, emotional and mental health difficulties.
- Monitoring and keeping records of all children's behaviour.
- Monitoring and keeping records of children's attendance. Working closely with Educational Welfare Officer
- Directly working with children to change negative behaviour and supporting emotional difficulties
- Liaising with parents and advising on positive parent strategies.
- Running the Lunchtime Games Club to support vulnerable children.
- Facilitating Golden Time and special outings for children who have achieved targets or excelled in class.
- Training and managing our Playtime Champions who support their peers at playtime.

#### **Class Teacher**

##### **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 SENCo know as necessary.
- Identifying children's learning styles and differentiating work to each child's needs.
- Writing Individual Targets with the SENCo, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school is helped to deliver 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.

## **Headteacher- Mr Lee Walker**

### **Responsible for**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

## **SEN Governor- Mrs Seema Ahmed-Khan**

### **Responsible for**

- Making sure that the necessary support is made for any child who attends the school who has SEND.

## **Involving pupils and parents/carers in planning support**

### **How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?**

All parents are encouraged to sign up to our parent mail and text messaging so we can send you regular and updated information on school news, events in school or information related to adverse weather.

*Children thrive when they understand expectations of them and their routines. Children make the most progress when we plan together and use the same strategies and resources both at home and school. It is very important for a child to recognise this close bond.*

For children receiving additional support from outreach services you will be invited to at least termly meetings to review their progress and set new targets together. All children are encouraged to continually self-evaluate and with the teacher's support, recognise their next steps. Our Individual Educational Plan (IEP) allows the child to track their own progress. Parents of children who have an EHC plan will also be invited to termly review meetings to celebrate their child's achievements and progress and plan their next steps. Annually we will review your child's EHC plan and decide if the support is relevant and your child making appropriate progress.

Both the Learning Mentor and Special Needs Coordinator regularly work with parents.

## Range of support available to my child

### What different kinds of support are available to children with SEND?

Throughout the school, children of all abilities are supported in small groups to ensure they reach their potential. Children may be supported in class or other learning areas. Work is differentiated by the class teacher to meet the needs of the child. Some children receiving specialist support may follow a more differentiated curriculum planned with the support of Educational and Health Outreach Services

#### For all children

- Phonics in Reception and KS1 are taught in small differentiated groups
- Year 5 are set into 3 groups for both English and Maths
- Year 6 are set into 3 groups for both English and Maths
- Children not making expected progress may be supported in a small targeted groups or on a one-to-one basis to reinforce learning.

Below are some of the intervention programmes that are offer

#### Intervention programmes

##### Speech and Language

- PECS
- Attention and Listening (also known as Look, Listen, Do/Attention Autism)
- Colourful Semantics
- Chatty Children
- KS1 and KS2 Narrative programme
- Language for Thinking programme
- Higher level questions/ thinking
- Communication Cookbook and Talk Boost

##### Literacy

- Lexia – phonics/ reading programme
- Toe by Toe (Dyslexia programme)
- Resources for Dyslexia include coloured overlay “eye level” reading rulers
- 5-Minute Box (Phonics)
- Speed Up Handwriting programme

##### Numeracy

- 5-Minute Box (Maths)
- Numicon intervention programme

## Fine Motor skills

- Speed Up – kinaesthetic handwriting programme
- Healthy Hands & Body
- Resources – writing slopes/ specialised pens and pencils
- Use of laptops as alternative writing arrangements
- 2Type – programme to improve typing
- Speed Stacks – fun competitive game to improve motor skills

## Gross motor skills

- As set by the Occupational Therapist
- Resources – Dyspraxia cushions

## Memory

- Mastering Memory ICT programme
- Joanne Rudland memory games resources

## SEMH- Social, Emotional and Mental Health

- Circle of friends
- Friendships programme
- Resolving conflict
- Social skills and turn taking programme
- Dealing with change
- Anger management programme
- Lunchtime Games Club

## **Outreach Support Services**

### **Speech and Language Therapist**

- Supports children with EHC Plans
- Assesses children and reviews targets and sets programmes
- Provides training for staff and parents on specific programmes

### **Early Years Advisory Support Service (EYASS)**

- Supports children in Foundation stage (Nursery & Reception)
- This service also works closely with school staff to provide children in their early development.
- EYASS also works within the home to support parents and ensure continuity of strategies.

## **Hatton Outreach**

- The specialist teacher works closely with staff with children who have social communication difficulties or on the Autistic Spectrum.
- Programmes of work and strategies are planned with the help of this specialist support.

## **Joseph Clarke Outreach**

Advice and support is given to children with visual impairments.

Children may use a laptop with their own logon that tailors font, size and background colour etc.

## **Roding Outreach**

Advice and support is given for children with hearing impairments. This service may also work directly with your child in school.

## **Occupational Therapist**

Give advice and set programmes of work for children who have fine and gross motor difficulties

## **New Rush Hall Outreach**

This is a weekly service and children with emotional or behavioural difficulties may work either 1:1 or in small groups.

## **Medical Support**

All children with medical condition have a care plan in place. Support and adjustments will be put into place as advised. e.g. having a resting area and support for a child who may have seizures.

There is a central Care Plan File kept in the medical room in the office where photographs are displayed for instant identification for children who may need emergency response.

All Class teachers have a record of medical conditions and Care Plan in their class- individual risk assessments are needed for some children.

Special arrangement with ISS Catering can be made for children with allergies to have school meals. The School cook and servicing staff have visual records of all children with food allergies.

Special arrangements may need to be made with hospitals for children who have long term illnesses and or have to attend on a regular basis. If the child is off school



for long periods and not being educated in hospital then home tuition can be arranged.

Arrangements for hearing and sight tests can be arranged in school

Children with undiagnosed concerns, with your consent are referred depending on your home address to Redbridge Child Development Centre or Barking and Dagenham's Children centre.

## **Measuring children's progress**

### **How will the school know how well my child is doing and how will they inform me about this?**

There are two parents evenings and an exhibition evening each year. In October and February parents are invited to individual appointments to discuss the progress of their child. If your child is having additional support the SENCo may also join these meetings. At these meetings the class teacher will explain your child's progress against expected levels of attainment. In July the exhibition evening allows parents to have a general discussion with their current teacher and meet their new teacher.

At the end of the Spring Term the children are sent the first part of their annual report outlining both their progress and level of effort. At the end of the school year the second part of the report is sent home which outlines progress pupils have made against their targets. We invite you to return your comments on their progress.

Those children supported by outside agency or who have an EHC (Education and Health Care Plan – formally Statements) will have termly meetings to review progress. This will include an Annual Review meeting which will not only review your child's progress and targets but also their EHC to ensure the level of provision is still appropriate.

For children whose progress needs daily monitoring it may be necessary to have a home school liaison book to be able to support your child as a team and ensure continuity of strategies.

### **Accountability Meetings**

All children are assessed and monitored at least termly. These termly accountability meetings are held with the Deputy, SENCo and Class Teachers to discuss and look at progress of each child. If a child is not making expected progress then an intervention will be put in place. This will not only take into account the child's academic needs but also their emotional, behavioural and personal needs.

## **SEND meetings**

Following accountability meetings the SENCo meets with the class teacher to discuss provision for SEND children and write Individual IEPs where appropriate. These are reviewed with the parents and child at termly meetings.

Learning Support staff keeps records of the children's progress that are on intervention programmes and or in targeted groups.

## **Support and training for school staff**

### **Have any staff received specialist training in SEND?**

We identify training needs and have a detailed training plan for teachers and support staff. Our SENCo, who is fully qualified, organises SEND training, calling on the services of the specialist providers, such as our Educational Psychologist, Speech Therapist and Hatton Outreach teachers as necessary. We access specialist training from SENJIT and other providers.

- September 2015- Healthy Hands and Body (Newbridge Outreach)- SENCO + 2 LSAs
- October 2015- Numicon (Hatton Outreach)- 2 LSAs
- October 2015- Makaton (Hatton Outreach)- 2 LSAs
- October 2015- Dyspraxia (Newbridge Outreach)- SENCO + 1 LSA
- October 2015 -Cerebral Palsy (Newbridge Outreach)- SENCO + 1 LSA
- November 2015- Supporting Children in the Foundation Stage with Complex Needs (EYASS)- 2 LSAs
- November 2015- Developing Attention and Listening Skills (Hatton Outreach)- 2 LSAs
- December 2015- Developing Fine and Gross Motor Skills (Hatton Outreach)- 2 LSAs
- December 2015- Numicon (Hatton Outreach)- EYFS and KS1 Teachers + NNEBs
- January 2016- Introducing PECS (Hatton Outreach)- 2 LSAs
- January 2016- Talk Boost- All LSAs
- January 2016- Team Teach (Reduction of risk, restraint and restriction)- SENCO, 2 Learning Mentors + 5 LSAs
- September 2016- Communication Friendly Classroom (Churchfields Outreach)-All staff
- May 2016- Lego Therapy (Hatton Outreach)- SENCO + 2 LSAs
- September 2016- Anaphylaxis and Epilepsy; Administering the Epi-pen and Buccal Midazolam (NELFT School Nurse)- All staff
- October 2016- National Award for SEN Co-ordination (Eastern Partnership)- SENCO
- March 2017- Motor Skills Assessment (Newbridge Outreach)- SENCO
- May 2017- Numicon Intervention Programme (Hatton Outreach)- 2 LSAs
- June 2017- Support for Children with SEN (Redbridge)- 2 LSAs
- September 2017- Drawing and Talking Therapy- 2 Learning Mentors

## Accessibility of the school

### **How is the school accessible to children with SEND?**

The school is fully accessible and wheelchair friendly.

## Inclusion

### **How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?**

Pupils with SEND are encouraged to participate in all school activities. For example, they are allocated responsibilities around the school on an equal basis and may join the School's Council and become mentors to other pupils. Access to after school clubs is provided as of right and support is given by trained activity leaders. We make it a requirement that any independent provider of after-school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children. Specialist transport is engaged if necessary. Parents/carers are invited to accompany school trips and may be asked to plan visits with school staff.

## Starting or changing schools (Transitions)

### **How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?**

Careful consideration is given to preparing pupils with SEND for transition at all stages. Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school. The Parent Support Adviser at the new school may organise coffee mornings to discuss transitions and any related concerns. When pupils are changing classes or moving to another school, teachers liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move.

In Year 5, the transfer options are explained to parents/carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and the SENCo will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise.

## Support and training for parents/carers

**What support and training within the school is available to parents and carers?**

- Parent/ learning support groups
- Coffee mornings with parents
- Learning Mentors

## Further information for families and practitioners

For more information please visit the website(s) via the links below.

Where to go

Chadwell Primary School

High Road, Chadwell Heath, Romford, RM6 4EU

Who to Contact

Miss Sophie Ilsley (SENCo)

Telephone

020 8590 1242

Email

[admin@chadwellprimaryschool.co.uk](mailto:admin@chadwellprimaryschool.co.uk)

Website

[Chadwell Primary School](#)

Other Details

Level(s) of support

Targetted

Age

5, 6, 7, 8, 9, 10, 11

Related Links

<http://chadwellprimaryschool.co.uk/home.html>