



Chillerton and Rookley Primary School SEND OFFER



<p>Name of EY Setting/School/College Address Telephone No. Chillerton and Rookley Primary School, Newport, Isle of Wight PO30 3EP Email: chillerton@stenburyfederation.co.uk Telephone No. 01983 721207</p>	<p>Website Address https://www.chillertonandrookleyprimaryschool.co.uk/</p>
<p>Type of EY Setting/school/College</p>	<p>Mainstream Primary School</p>
<p>Specialist provision on site</p>	

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

[Links to Admissions and SEND Assessment Teams here](#)

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>1.) Who are the best people to talk to at Chillerton and Rookley about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Child's class teacher</p> <p>Mrs Lynne Westhorpe SENDCo</p> <p>Mrs Dawn Groves SEND and Inclusion Officer</p>	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Meeting the needs of all children in the class • Liaising with the SENDCo <p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day to day operation of the SEND policy • Co-ordinating the provision for children with SEND • Managing and supporting staff with the delivery of interventions • Overseeing records of children with SEND • Liaising with parents of children with SEND • Liaising with external agencies • Monitoring the achievement and progress of SEND children <p>She is responsible for:</p> <ul style="list-style-type: none"> • Supporting the SENDCo • Liaising with members of school staff, parents/carers

	Assistant Head Teacher: Mrs Lisa Morgan-Huws	She is responsible for: <ul style="list-style-type: none"> • Ensuring the safety and well-being of all pupils • Coordinating the curriculum to ensure the best possible progress and accessibility for all • Monitoring the quality of teaching and learning for all pupils
	Federation Executive Head teacher: Mr. Mark Snow	He is responsible for: <ul style="list-style-type: none"> • Ensuring the safety and well-being of all pupils • Monitoring the quality of teaching and learning for all pupils • Monitoring and reporting on progress and achievement for all pupils
	Governors responsible for SEND: Mrs Diane Barker	She is responsible for: <ul style="list-style-type: none"> • Meeting regularly with the Headteacher and SENCO to monitor and evaluate the quality of provision made for pupils who have been identified as SEND • Ensuring the school provides the appropriate support for pupils with SEND

HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL? :

Children and young people in Chillerton and Rookley Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- **Other staff in the EY setting/school/college**
- **Staff who will visit the EY setting/school/college from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service**

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?

2. What are the different types of support available for children and young people with SEND at Chillerton and Rookley?	<p>All children</p> <ul style="list-style-type: none"> • High Quality Inclusive Teaching 	<p>Every teacher is a teacher of every pupil, including those with SEND. Chillerton and Rookley Primary School strives to promote high quality inclusive teaching for all pupils. Individual needs will be met through tailoring learning to suit individual need, using differentiated resources and strategies that are aimed at your child's individual level. Lots of visuals are used to help support learning new vocabulary and create tools to promote independence.</p> <p>These strategies are dependent on the area of need.</p> <p>High quality inclusive teaching can include:</p> <ul style="list-style-type: none"> • Visual cues • Word banks/maps • Daily/frequent reading • Pre/post teaching • Over learning • Teaching styles to suit needs • Focused teaching groups 	All children
	<p>All children</p> <ul style="list-style-type: none"> • Evidence based targeted intervention 	<p>Any child who is highlighted as not making expected progress during our pupil progress meetings will access relevant evidence based interventions that are run in school. This decision will be made with the SENCO, Class teacher, Lead Teacher and Executive Head teacher. This is the responsibility of the class teacher and other adults working in the classroom and may involve small group work or 1:1 support. Decisions around additional support will be made on a personal basis, taking into consideration the whole child.</p>	Any child who is highlighted as not making expected progress.
		<p>The school has a range of interventions that may be used.</p>	

		<p>These include: Language Groups Supporting Memory Groups ‘Chill and chat’ social group Social skills/Emotion/Friendship Groups Precision teaching Handwriting support</p> <p>Provision is monitored and tracked by the class teacher and the SENCO.</p>	
	<p>Identified children</p> <ul style="list-style-type: none"> • Individualised programmes of support • SEN support • EHCP 	<p>Pupils who do not make progress despite high quality inclusive teaching and targeted support will receive specifically tailored programmes to meet individual needs.</p> <p>These may include:</p> <p>Cognition and Learning</p> <ul style="list-style-type: none"> • Phonics (Letters & Sounds) • Frequent reading • Coloured overlays • Focused reinforcing/over learning of key concepts • Small class teaching for Literacy and Numeracy <p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • ELSA • Self Esteem Group • ‘Chill and chat’ social group • 1:1 support or small group work • Access to CCAMHS and/or Youth Trust 	<p>Any child who needs individual support, who is identified as SEN support or has an EHCP.</p> <p>Moderate learning difficulties</p> <p>Specific learning difficulties</p> <p>Social, emotional and mental health</p>

		<ul style="list-style-type: none"> • Behaviour tracker • Personalised reward programme <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Speech and language programmes • Social skills group • Visual timetables • Visual strategies • Bucket Group • Social stories/Comic strip conversations • Individually tailored strategies <p>Sensory and/or Physical Needs</p> <ul style="list-style-type: none"> • Sensory circuit • Individual adaptations as required; for example, enlarged print, adapted toilet and specially bought cutlery. • Disabled level access • Individual support plans may include extra support at lunch times. 	<p>Speech, language and communication</p> <p>Autism Spectrum Disorder</p> <p>Sensory and/or physical needs:</p> <p>Visual impairment</p> <p>Hearing Impairment</p> <p>Physical difficulty</p> <p>Multi-Sensory</p>
<p>3. How can I let Chillerton and Rookley Primary School know I am concerned about the progress of my child in school?</p>	<p>Talk to us! At Chillerton and Rookley Primary School we have an open door policy, which means you can come and talk to us. The best time to catch teachers is at the end of the school day, or if you prefer, you can make an appointment for a longer chat. We have formal parents evenings twice a year and send out information about ways that you can help your child learn.</p>		

	<p>If you still feel concerned after having spoken to the class teacher then you can contact the SENCO – Lynne Westhorpe. Just phone or pop into the office to make an appointment or email SEND@stenburyfederation.co.uk</p>	
<p>4. How will Chillerton and Rookley let me know if they have any concerns about my child/young person?</p>	<p>Class teachers will keep you informed if they have concerns about your child. As soon as they feel there are concerns about your child they will inform you. They will usually arrange to have a meeting with you, liaising with the SENCO where appropriate.</p> <p>At parents evenings and in the end of year School report, teachers will tell you how your child is doing.</p>	
<p>5. How is extra support allocated to children and young people and how do they move between the different levels?</p>	<p>Your child’s class teacher will support your child by planning work which interests your child, teaches your child new skills, gives your child the chance to practise and apply skills independently and is at the right level for your child.</p> <p>Teachers assess the children through observation and looking carefully at their work. Regular assessments help to ensure pupil’s needs are addressed. Some children are assessed using our ‘Small steps’ assessment so that you and your child can celebrate each step of their learning.</p> <p>Teaching assistants (TAs) work closely with the children and sometimes work 1:1, 1:2 or in small groups with children who have additional needs. They follow the teacher’s planning and talk to the teacher about the children regularly.</p> <p>Teaching assistants look after the children at lunchtime. They are aware of any children with Special Educational Needs and how this may affect them during lunchtimes. Teaching Assistants receive regular training (e.g. behaviour, medical) to help them support your child. Teaching Assistants will always give feedback information about playtime to teachers and/or SENCo.</p> <p>The Special Educational Needs and Disabilities Co-ordinator will ensure that everyone who works with your child is aware of their needs and any adaptations that need to be made. She will ensure that your child is safe, happy and able to learn.</p>	
<p>6. What specialist services are available at or accessed by Chillerton and Rookley?</p>	<p>A. Directly funded by the school</p>	<p>The ‘Inclusion team’ offers:</p> <ul style="list-style-type: none"> • Behaviour support • Emotional support (ELSA) • Parent support • Termly ‘Inclusion Team’ meetings with parents

	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Barnardo's • Youth Trust • Wight Dash • Early Help • KissyPuppy (Bereavement service) • Youth Offending Team • Speech and language support • Island Learning Centre outreach support • School nurse • Occupational therapist • Home Start • Strengthening Families • Early Years support (Pre-school)
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language Therapy Service (for children 5 years and under) • Occupational Therapist • Physiotherapist • School Nurse • Child and Adolescent Mental Health Service (CAMHS)
<p>7. How are staff at Chillerton and Rookley supported to work with children & young people with SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<p>Our SENCo has many years' experience working with children who have a wide range of disabilities and complex needs. She plans staff training based on the needs of our children, delivering bespoke training, arranging for other professionals to deliver training or arranging for specific staff to attend external training. The School regularly accesses support from other professionals to help us support children with specific needs. Other colleagues help us to provide support for pupils with a range of needs including speech and language therapy. We also take advice from Specialist Teacher Advisors, who offer vital information and resources for specific needs such as hearing impairment.</p> <p>Specialist nurses provide training and advice for pupils with severe conditions and illnesses.</p> <p>Pupils' emotional needs are supported through services such as CAMHS (Child and Adolescent Mental Health Services) and the Youth Trust.</p>	

<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>a). How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>At Chillerton and Rookley Primary School we ensure that all children are able to learn. Pupils may be taught as a whole class, a small group or individually. Pupils' needs are always considered and adjustments are made to address any barriers to learning.</p> <p>We will work with you to celebrate your child's strengths and identify small steps which will enable your child to make progress and feel successful. We strive to use different ways to present information to children and provide opportunities for children to record their understanding in a range of ways, for example, pictures, verbal and use of writing frames.</p> <p>We provide regular opportunities for you to talk to school staff about your child's needs and progress and, of course, you can phone or pop into the school to arrange to discuss your child as needed. We support parents who would like to discuss their child's needs further to contact the local Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) team who are there to further discuss your child's needs and how we can further support your child.</p>
<p>9. How will Chillerton and Rookley measure the progress of my child?</p>	<p>Every term, during pupil progress meetings, teachers meet with the SENCO to review pupils and identify support. In circumstances where teachers decide that a pupil's learning is unsatisfactory, the SENCO and teacher will initiate a review of the approaches adopted. If additional support to that of normal class provision is required, the normal course of action is to provide support through SEN Support. Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support. The children are set individual targets and a plan of support is agreed to enable them to achieve their targets. At the next meeting we check if the pupil has achieved the targets – has the planned support worked? If it has we look at what the child needs to do next and set new targets. If a child has not met their targets we will discuss why. We may adapt the target into smaller steps or try a different approach to help them. Some children with Special Educational Needs are referred to outside agencies for further advice.</p> <p>The Senior Staff of the School, including Governors, ensure that children with SEN are making good progress. They look carefully at data to check this is happening. They also check that teaching is effective by looking at books and observing the learning in the classrooms.</p>

<p>10. What is the pastoral, medical and social support available at Godshill?</p> <p>a) What support will there be for my child's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used to manage behaviour?</p>	<p>Every member of staff takes the wellbeing of our pupils seriously and does their utmost to ensure children are happy at Godshill Primary School. Staff are given regular Safeguarding and Health and Safety training, to ensure all pupils are safe.</p> <p>Our ELSA trained member of staff is able to spend time with children who are emotionally vulnerable, including pupils with social difficulties. They work with groups of children as well as 1:1 when required. We think this work is very important because we believe that if children are happy they are more likely to become successful learners.</p> <p>They also work with families experiencing difficulties at home and provide a strong link between home and school. In addition, the school's SEND and Inclusion Officer (who is ELSA trained) works 1:1/paired/small groups with pupils to help them to identify how and why they are feeling in a particular way and help pupils to identify and implement strategies to manage their emotions. She is also available to support throughout the day if emotional and/or behavioural needs arise.</p> <p>All children are encouraged to develop independence appropriate to their age and skills. For example, in all lessons, we encourage our pupils to contribute enthusiastically in discussions and talk openly with their peers and adults. School councillors, which include pupils with Special Educational/additional needs, represent each class' viewpoints in School council meetings.</p>
<p>11. What support does Chillerton and Rookley have for me as a parent of a child with SEND?</p>	<p>At Chillerton and Rookley Primary School we are committed to working in partnership with parents and carers to bring out the best in your children. We understand that you know your children best and we want to use that expertise to ensure all children can learn well. We want you to be fully involved in School life. We have an open door policy and welcome parents into School every day. We hold information evenings and regular parent meetings and send home a School Report.</p> <p>Many of our parents help the School in lots of different ways. If you would like to be involved in any way, or would like more information please speak to your child's class teacher, the School office or contact our SENDCo.</p>

<p>a) How are young people with SEND currently involved in their education at your setting?</p>	<p>a) For pupils with SEN, the relationship between home and School is vital. In addition, we provide meetings with our SENDCo at parents evening. But, most important of all, the SEND team say: “We are here to listen, don’t wait for it to be a big problem just come and talk!”</p> <p>Some pupils with SEN will need a home/School communication book or daily contact with the teacher or LSA. We understand that parents who have a child with SEN may find parenting challenging at times. We are always willing to listen and advise where we can or signpost you to additional home support.</p> <p>If you feel that the whole family needs support, we are able to consider putting in place an Early Help Plan. This helps everyone, professionals and families to work together to support the child and the family.</p> <p>We listen very carefully to our pupils and strongly believe that by fully involving children in their education they will be more motivated, more independent and take more responsibility for their own learning leading to better progress. Our children have brilliant ideas and we fully involve them in school life and decisions through our School Council.</p> <p>Pupils with SEND are often given additional opportunities to have a say. We ask the pupils what helps them learn best and what will help them achieve their targets. Where appropriate we will include pupils in meetings, for example, either by the pupil coming to the meeting or telling us what they would like us to say.</p>
<p>12. How does Chillerton and Rookley manage the administration of medicines?</p>	<p>Some pupils need medication whilst in School. Regular training is provided for staff to ensure that these needs are met. If your child has additional medical needs we regularly review how best to support them. We need you to come into School to let us know when, or if, there are any changes to your child’s medical needs.</p>
<p>13. How accessible is the Chillerton and Rookley environment? (including after school clubs and school trips)</p>	<p>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone stays healthy and safe. (Please see Accessibility Plan)</p>

<p>14. How will Chillerton and Rookley support my child when they are leaving? OR moving to another Year?</p>	<p>Pupils with Special Educational Needs may have an annual review meeting or transition meeting to discuss strengths and any support the child needs. We encourage new pupils with additional needs to visit the school on a number of occasions, perhaps after school when it is quieter in order to get to know the school before attending daily.</p> <p>If pupils with a Special Educational Need and/or Disability transfer to a different School we will always send information to the receiving School.</p> <p>When pupils are transferring to secondary School we have a meeting with the Special Educational Needs and Disabilities Coordinator of the new School so that they are prepared for the pupils. If the pupil has an Educational Health Care Plan, then the new Special Educational Needs and Disabilities Co-ordinator will attend the last annual review and meet the pupil. All pupils visit their new secondary school on transition days and we arrange additional visits for pupils who need them. A member of staff will also work through a 'transition' booklet to help them know what to expect. A tailored program for transition is adapted to suit the needs of the individual child. For example, walking to new school from home or taking photos of the new school and presenting this information to the rest of the class/year group.</p>
<p>15. Where can I get further information about services for my child?</p>	<p>If you would like any further information about Chillerton and Rookley Primary School please pop in and see us or visit our website: https://www.chillertonandrookleyprimaryschool.co.uk/</p> <p>The Isle of Wight Council is committed to giving all children and young people high quality education that enables them to make progress and achieve well. For children and young people aged 0 to 25 with special educational needs or a disability, additional or specialist support may be needed to enable this. To support the process of identifying the range of provision and advice that is available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link: http://www.iwight.com/localoffer If you are thinking that you might like your child to come to Chillerton and Rookley Primary School, please contact the School Office so that you can meet with the Head teacher or Special Educational Needs and Disabilities Co-ordinator. Both will be happy to discuss how the school could meet your child's needs.</p>

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