Requirement	Chancellor Park Primary School September 2026
Information on the kinds of special education provision made in the school.	**For children who have general learning difficulties** **School Provision** The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for SEN children. Within in each class children are ability grouped for English, Maths, and other subjects as applicable. Teaching Assistants (TA's) are deployed to support children who have additional needs in a small group or with hover support throughout the morning and/ or the rest of the day. The TA's will be directed by the class teacher and will be required to evaluate each session. Intervention groups may run for small numbers of pupils who need extra support. Differentiated phonics groups are run daily throughout key stage one and for pupils needing extra input in key stage 2. Children who cannot access the work after the usual differentiation may be supported on a more individual or small group basis, usually within the classroom, as needed or withdrawn for short periods of time to work towards achieving their personal objectives. Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching, mentoring, and therapy or counselling. For children who either have a diagnosis of Autism/Aspergers, ADHD or have difficulties with behaviour, social, emotional, communication, interaction, and friendships, we offer support in the form of social groups, these groups offer assistance with the understanding of their own and other people's feelings. The social group also offers support in understanding social situations and helps the children understand how to act or what to say in situations they find difficult.

	For children who have Speech and Language Difficulties, the school is able to refer children who have difficulties with speech and language to the Speech Therapy Team. We have employed an ELKLAN accredited Speech and Language Teaching Assistant, Mrs Edwards, who works 7.5 hours a week to deliver the programmes, additionally she supports class teachers and TA's to deliver the targets in the classroom environment. She also liaises very closely with TA's and the Special Educational Needs Coordinator (SENCo). The speech and language therapist visits at least once termly to assess and review cases. The specialist teacher for speech communication and language needs also supports and advises for children with significant language needs. Additionally, our speech and language teaching assistant will screen all reception children (using the WELLcom screen) on entry to help identify any speech and language needs. **For children who have physical difficulties accompanied by a PNI diagnosis** The school would put into place a programme of support as suggested by the health authority. The SENCo would also seek support from the occupational therapy team or the PNI specialist teacher to gain further advice and support if needed or to provide any specialist equipment if needed. **For children who have medical issues the** school arranges meetings with school nurse to complete Health Care Plans for children on medication including children with allergies, asthma, epilepsy, diabetes etc. Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted if access to this support will benefit the child in a school setting. Some children with particular difficulties are supported by the involvement of external agencies e.g. Inclusion Partner, Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals, who may provide general advice, specialist assessments or advice on different strategies or materials. SENCo makes referral to appropriate outside agencies to aid the child's needs. E.g. referral to Behaviour support or CAHMS. Referral to Multi- Sensory Clinic (private service) or Extended Schools. SENCo liaises regularly with outside agencies e.g. Paediatricians, G. P's, Inclusion Partner, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Speech and Language support workers and technicians, Counsellors, , School nurses, Home/School liaison, Health visitors and Emotional Well being and Mental Health services (CAHMS)

	Specialist resources are used to aid learning across the school. E.g. sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light faces, playground passes, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, speech and language programmes, writing programmes. Our School is easily accessed for physical aids and has two disabled toilets in both ends of the school. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. Children with identified sensory needs may have individual/ small group sensory diet to support sensory regulation.
Information about the school's policies for the identification, assessment, and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.	<u>CURRENT IDENTIFICATION FOR CHILDREN WHO ARE RECEVING SEN Support</u> Triggers for receiving SEN support, include the concern of teachers or others (including parents) backed by evidence that: • Child is making little or no progress despite targeted teaching strategies using quality first teaching (QFT) • Child has difficulty developing maths and/or English skills resulting in poor attainment. • Child has persistent emotional and/or behaviour difficulties, not improved by normal behaviour management. • Child has sensory or physical problems and is making little or no progress despite specialist equipment. • Child with communication/interaction difficulties, making little or no progress despite differentiated curriculum. • Child has received support from the subject coordinator and is making little or no progress despite this intervention. From this a child may be acknowledged as Identified + in which s/he will be monitored by the SENCo and will receive support in the form of intervention groups and specific targets to work towards, these are reviewed on a termly basis. If a child who is Identified + and with the support mentioned continues not to make progress the SENCo will consider putting the child on a One Plan.

	CURRENT IDENTIFICATION FOR ONE PLAN (OP) In line with the present Code of Practice 2014 Paragraph 6:64[1], a child may be identified for a One Plan or require a transition to the one plan stage of the register where progress has not been made despite extra provision and concentrated support under Identified + or has additional educational needs or a diagnosis of SEN. The SEN Support will take the form of a One Plan which is a four-part cycle: "Assess, Plan, Do, Review" Assess: • Where there are significant concerns about a child the class teacher, subject leader and SENCo should carry out a clear analysis of the child's specific needs, this should be based on a wide range of progress including: previous progress and attainment in relation to peers and pupil and parental views. Plan • Together with parents, pupil, teachers, and any other professionals involved with the child a One Plan is formulated. This will consist of long- and short-term outcomes for the child to work towards alongside strategies to support this. The strategies may take the form of intervention groups, in class support from a TA or specialised equipment to support learning. Do • The class teacher alongside the support staff to oversee the day to day application of the One Plan. Children's work towards their outcomes are recorded on a weekly chart that is monitored by the SENCo. Review • Regular termly meetings are held to review the effectiveness of the provision, again this is undertaken with pupil, parents, teachers, SENCo and any other professionals/ outside agencies involved with the child. This allows us to monitor the support given in light of any progress made or adapt the provision is progress is not being made. CURRENT IDENTIFICATION OF EDUCATION HEATLH AND CARE PLAN (EHCP) In line with the Code of Practice 2014 Paragraph 6:65, a child will require a transition to the EHCP stage of the register where: - • Progress has not been made despite provision of an individual programme and concentrated support under the One Plan, backed up by evidence and the child has had 3 cycles of "Assess, Plan, Do, Review" • A child is identified as demonstrating a significant cause for concern.

[1] SEND code of practice: 0 to 25 years - GOV.UK Please follow the link to the SEND code of practice

Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptions to curriculum, additional support and wider support.	SENCo is used to assess children for Specific Learning Difficulties; complete tick lists for ADD, ADHD, Autism and any other paperwork sent by the Disability Allowance or paediatricians. SENCo works out levels in all SEN areas and calculates reading and spelling ages. SENCo is used for in class and school-based observations for behaviour. Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards, pom poms, star of the week, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes. Consistent behaviour management plans or behaviour chart for children at a lower level, are completed to track and positively reward children with behavioural difficulties. These are monitored, reviewed, and updated frequently. Analysis of ABC/ STAR analysis records. Analysis of behaviour charts to see if goals set for the week have been achieved. Post mentoring and counselling forms completed before removal of children from these programmes. Objective sheets are used to monitor progress of all SEN children on differentiated programmes and within the classroom. Short term targets are taken directly from the children One Plan outcomes and monitored. Comments are recorded which give a clear daily analysis at the end of each week whether daily targets have been met or not. Regular updating of a pupil's targets after analysis of weekly objective sheets gives a clear indication of whether short-term outcomes are being achieved, changed or extended. These are completed by a mixture of teaching and support staff. Termly review meetings are held for children currently on a One Plan to inform parents/ carers & children of any updates and to update the plan accordingly.

	Multidisciplinary meetings are held as necessary to analyse progress made and determine the way forward for children who are involved with multiple outside agencies. Annual review meetings are held for children with Education Health Care Plans to analyse old goals and set new targets and determine strategies to improve attainment. In class observations for children with behavioural difficulties Completion of behaviour and ADD/ADHD tick lists. Analysis of the following data takes place regularly. Target Tracker and in school data ASP data Individual assessments In class assessments Reading and spelling ages SAT's assessments (optional and end of year Key Stage assessments and mocks. SEN assessments including EP reports. Views are gathered in the form of pupils and parents completing their views on the relevant sections of the One Plan paperwork and annual review paperwork. Regular parents' meetings are held after reviewing One Plans to discuss progress of SEN children. Parents are also invited to E.P, inclusion partner meetings, multidisciplinary meetings and annual reviews. All parental views at these meetings are documented.

	Yearly performance management of LSA's working with whole class as well as specific SEN children takes place. Feedback is then given to staff involved in observation. The SENCo liaises with the Governor responsible for SEN for an overview of the SEN provision within the school on a termly basis. SENCo and teachers also have performance management with feedback by the head teacher. LSA's have a performance management with feedback on their groups and teaching. Analysis of CPD (Continuous Professional Development) Regular liaison between teachers and LSA's to evaluate strategies used for lesson planning and short-term targets on weekly objective sheets for SEN children ensuring continuity.
The name and contact details of the SEN co-ordinator.	The Special Needs Policy is published on the school's website and contains the contact details for the SEN coordinator. The SENCO is a qualified teacher and regularly attends courses. The school has all the relevant SEN documents.
Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	LSA's are employed and trained to support special needs children in all classes, and support during lunch and play times if needed. LSA's are used to run special programmes as required the following: e.g. speech and language programmes involving speech production, understanding and use of language, social use of language, phonological awareness skills. LSAs can teach small focused groups for assistance with Numeracy and Literacy In school training is arranged for specific SEN topics and medical diagnosis for LSA's, teachers and Mid-Day assistants. Regular opportunity is given to LSA's and SENCo to attend courses on particular SEN topics and give feedback at LSA meetings run by SENCo. The LSA's that run any small focussed groups or hover support are required to complete monitoring sheets for each session or group of sessions. These are then fed back to the class teacher who in turn is able to feed this information into day to day class teaching.

	The monitoring sheets are then evaluated on a half termly basis by the LSA and class teacher. This is then monitored by the SENCo. SENCo liaison meetings as necessary with all LSA's to discuss programmes, feedback on courses and SEN children and regular workshops to train up new or less experienced LSA's.
Information about how equipment and facilities to support children and young people with special educational needs will be secured.	Specialist resources are used to aid learning across the school. These include Specialist resources are used to aid learning across the school. E.g. sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light reward systems, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, speech and language programmes, writing programmes. We also have two fully equipped disabled toilets which are based at each end of the school. The school itself is all on one level and is easily accessible with any physical aids. We have two mobile classrooms based outside of the main school building for our ICT suite and stay and play room, these classrooms have a ramp for disabled access and a toilet area with disabled facilities such as handrails. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.
The arrangements for consulting parents of pupils with special educational needs.	Termly meetings are arranged to update One Plans formally and distributed to parents. SENCO is available on Monday mornings and Tuesdays to discuss progress of children on the SEN register. SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice. SENCO attends multidisciplinary meetings at the hospital with parents if invited by them. Parents of children who have an EHC Plan are invited to discuss their child's progress at the annual review Parents of children who have an EHC Plan are invited to discuss transitional provision with the potential secondary school at a Transitional One plan or Annual Review meeting.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.	Children on the SEN register are made aware of the targets and are informed about their progress on a regular basis. The targets are discussed with the child, so he/she is aware of them and set any interventions involved to achieve this. Pupils are then invited to contribute to the child view section of the review. Annual review meetings are held for children with an EHC Plan to analyse old goals and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting. Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards, pom pom rewards, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes. Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility. In the past SEN pupils have been represented on the school council and have been prefects.
Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	A copy of the Schools Complaint Policy can be found on the school website. Hard copies can be requested from the school office.

How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.	Relevant Policies: Code of Practice. Health and Social Care Act, Child Protection Policy and Keeping Children Safe IN Education 2024
The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.	The contact details of all support services are available within the SEN policy. Other specialist service contact details are given to parents as and when needed.
School arrangements for supporting pupils transferring between stages of education and preparing for independent living.	<u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL TO THIS SCHOOL</u> Where children are transferring from pre-school, all children who were on the SEN register remain on the SEN register at this school. All provision programmes and outside agency support in place at pre-school continue at this school. All SEN children may visit this school on several occasions to familiarise themselves with the staff, school structure, including toilets, hall, playground etc. When a Preschool child with SEN is due to start at Chancellor Park School, The SENCo may carry out visits to preschool settings to meet, observe and discuss the child in order to gain a good level of knowledge about the child. The LSA and the Class teacher of the child may also visit the preschool setting to carry out observations and to get to know the child as well as meet with the parents to agree the best induction process. The SENCo will also contact the parent prior to the child starting school in order to gain a well-rounded understanding of the child and to build

	relationships with the parent. This meeting may be in the school or the child's home environment. For some SEN children, who may find this transition difficult we may offer a longer reduced timetable in order for them to embed the new routines of the school day to aid a smoother start to their school career. TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS **According to The Education Act 1996 s. 317** the SENCO ensures that where a pupil has special educational needs, those needs are made known to all who are likely to teach him At the beginning of a new academic year, the SENCO will inform teachers and their LSAs about the SEN children in the class and provide them with the summer term's SEN targets and any other medical information. **Relevant courses will also be arranged.** TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM THIS SCHOOL TO SECONDARY SCHOOL Where children are transferring to Secondary School, the SENCO will meet SENCO's of each secondary school to transfer SEN information. All SEN school records will be passed on to secondary school or any other school the child may transfer to regardless if the child has been removed from the register or is borderline to go on to the register. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems. The SENCo may accompany children on extra transition visits to a secondary provision. Parents of children who have an EHC Plan are invited to discuss transitional provision with the potential secondary school at a Transitional Review Pupils give their views on any worries they may have regards to secondary school. This is forwarded on to the secondary school.
Information on where the local authority's local offer is published	SEN Policy SEN Provision Review School website and handbook Link for local offer Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer