

Huntington Community Primary School

SEND Information Report (2024-25)

Welcome to our SEND information report which is part of the Cheshire West and Chester Local Offer for Learners with special needs. Huntington CP School is a fully inclusive mainstream nursery and primary school. We believe that every child is unique and deserves an education which ensures that they reach their full potential socially, emotionally and academically. The four broad 'areas of need' are Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and Physical Needs. This report gives you information about the ways in which we support all of our pupils with Special Educational Needs and Disabilities (SEND) so that they enjoy and achieve.

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**1.
How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs?**

How our school identifies children with Special Educational Needs

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

Our staff monitor closely the progress made by all children and ask for advice as soon as they have concerns about any pupil. Where a pupil is identified as having SEN we aim to remove barriers to learning and put effective provision in place. This is known as the graduated approach:

Assess → Plan → Do → Review

Assessments may be carried out by our SENDCo or by classroom staff to pinpoint areas for development and to inform target setting, or we may refer for specialist advice from an outside agency. Targeted activities are then implemented to support the child which may involve small group work or 1:1 intervention. The progress made is very closely monitored and evaluated in order to decide what the next steps should be. This is a continual cycle and is recorded in a provision map (a document which details the support children are receiving).

If it is decided to provide a pupil with SEND support then parents/carers will be formally notified, although we aim to engage in an earlier discussion to discuss concerns whenever appropriate. The teacher should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Pupil progress meetings/discussions are held every term, from which we identify and track children who are not making expected national progress. Interventions/support programmes can then be implemented and monitored to ensure that the child makes accelerated progress.

Raising concerns: how parents can do this, and who to contact in the first instance

Concerns may be raised with any of the following, via the school contact telephone number: 01244 506450

The 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 targeted work, additional support and so forth) and keeping the Special Education Needs/Disabilities Coordinator (SENDCo) informed as necessary.
- Writing SEND Support Plans, sharing and reviewing these with parents once a term, and planning for the next term.

- Contributing to your child's SEND Profile (for children with an EHCP or additional top-up funding from the LA).
- Providing personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo, Mrs N Kirkness, responsible for:

- Day to day management of SEND support for children
- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with Special Educational Needs or Disabilities (SEND)
- Ensuring that you are:
 1. involved in supporting your child's learning
 2. kept informed about the support your child is getting
 3. involved in reviewing how your child is doing.
- Liaising with all the other people who may be coming into school to help support your child's learning (e.g. Speech and Language Therapist, Educational Psychologist, Early Years Specialist Teaching Service, Autism Service).
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher, Mr D Rose, responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.
- Ensuring that your child's needs are met, despite delegating responsibility to the SENDCo and Class Teachers.

The SEND Governor, Mrs Amanda Robinson, responsible for:

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

2.
How will school staff support my child?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this means that:

- Your child's teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class: this may involve, for example, more practical learning activities.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

b) Additional support provided within school

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. They may therefore participate in an intervention programme which may be:

- Delivered in the classroom or outside the classroom, where appropriate.
- Delivered by a teacher or a Teaching Assistant (TA).

The planning and impact of such interventions remains the responsibility of your child's teacher, overseen by our SENDCo.

c) Specialist groups run by outside agencies

This means that your child has been identified by the SENDCo /class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority services such as the Early Years Specialist Teaching Service, the Autism Service or Sensory Service (for students with a hearing or visual need).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or the Autism Service. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with the SENDCo and your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the Local Authority's Panel of Professionals (with accompanying information about your child, including some from you), they will decide whether they think your child's needs

(as described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have been received, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the provision your child will receive, how the funding is allocated to deliver the provision and long and short-term outcomes.
- A key adult may be used to support your child with whole class learning, to deliver individual interventions or to deliver small group interventions that include your child.

<p>3. How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>4. a) How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>Measuring the progress of your child in school</i> Your child's progress is continually monitored by their class teacher.</p> <ul style="list-style-type: none"> • Your child's progress is reviewed formally every term in reading, writing and mathematics. • At the end of Key Stage 2 all children are required to be formally assessed via SATs tests (unless they are working below the level of the Key Stage i.e. at Year 2 level or below, in which case they may be disapplied). This is something the government requires all schools to do and the results are published nationally. • All children who are identified as having a SEN will have a SEND Support plan (those with an EHC Plan will have a SEND Profile). These documents will outline personal targets which will be reviewed on a termly basis and when revised targets are set. • Teachers report to the SENDCo on a termly basis as part of pupil progress meetings. • The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. • The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. <p><i>Support for parents/carers of a child with a SEND</i> The class teacher is regularly available to discuss your child's progress or any concerns you may have, and to share information about what is working well at home and school so that similar strategies can be used.</p> <ul style="list-style-type: none"> • The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have. • All information from outside professionals will be discussed with you by the professional providing it, or passed on via a report where this is not possible. • Personal targets will be reviewed with your involvement. • Homework will be adjusted as required to meet your child's individual needs. • A home/school contact book may be used to enable ready communication with you, if agreed to be useful for yourself and your child. • Relevant information about how parents can support their child at home will be passed to you. • Termly parents' evenings are held. • Annual written reports are provided to parents. • Multi-agency meetings of professionals are held as required. • Parents' views are sought verbally and through surveys. • Parental curriculum information evenings are held (e.g. maths calculations, spelling, phonics)

<p>4. b) What support will there be for my child's overall wellbeing?</p>	<p>We recognise that pupils with SEND may have SEMH (Social, Emotional and Mental Health) needs that will require support in school.</p> <ul style="list-style-type: none"> • The emotional health and well-being of all our pupils is very important to us. • We have a designated Learning Mentor / ELSA (Emotional Literacy Support Assistant) who delivers weekly group sessions aimed to address emotional and social developmental needs. • We have access to a Family Support Worker who children can be referred to when a need is identified. • We have a Safeguarding Policy in place which details the procedures we would follow if concerns arose (formulated in line with National & LA Guidelines). • We have a robust Behaviour Policy in place. • The Headteacher, SENDCo and all staff continually monitor the emotional health and well-being of all our pupils. • We are an Anti-Bullying school (please see our Anti-Bullying policy). • All children have access to the school's PSHE programme. • Pupils' views are sought through our School Council, pupil voice and pupil surveys.
<p>5. What specialist services, experience, training and support are available at or accessed by the school?</p>	<p><i>School provision</i></p> <ul style="list-style-type: none"> • Fully qualified and experienced SENDCo • Experienced teaching staff • Experienced Teaching Assistants • Eiklan trained Speech and Language Teaching Assistant • Family Support Workers • ELSA • Access to TAF (Team Around the Family) <p><i>Local Authority Provision available to school</i></p> <ul style="list-style-type: none"> • Autism Service • Educational Psychology Service (for those undergoing an EHC Needs Assessment) • Sensory Service for children with visual or hearing needs • Early Years Specialist Teaching Service • Information Advice and Support Service, formerly the Parent Partnership Service • TAF (Team Around the Family) support <p><i>Health Provision available to school</i></p> <ul style="list-style-type: none"> • Speech and Language Therapy • Community Paediatricians • Occupational Therapy • Physiotherapy • CAMHS (Child and Adolescent Mental Health Service)

<p>6. What training have staff supporting children with SEND had or are having?</p>	<p>Appropriate members of staff regularly take part in training and disseminate this as required. Relevant staff have received training in the following:</p> <ul style="list-style-type: none"> • Quality First Teaching • SENDCo has achieved National Award for SEN Coordination • ADHD • Autism • Dyslexia awareness • Elklan Speech and Language • Stammer Awareness • Mathematics: Precision Teaching, Number Sense • English: Pathways to Write, Precision Reading and Spelling, Inference Programme, Phonics (Little Wandle) • Spelling - Nessy • Social Skills for children • ELSA (Emotional Literacy Support Assistant) • Mental Health and Well-Being • Bereavement and Loss • Emotionally Based School Non-attendance • Team Teach (positive handling training)
<p>7. How will my child be included in activities outside the classroom including school trips?</p>	<p>All school trips are planned carefully.</p> <ul style="list-style-type: none"> • As an inclusive school we aim to provide activities outside school which all children are able to attend (making adjustments in some cases if children are not able to fully attend due to their SEND). • Additional support is provided as and when it is deemed necessary for individual pupils. • When the need arises, individual children will have individual risk assessments completed, again dependent on their individual needs.

<p>8. How accessible is the school environment?</p>	<p>The school building, newly built and opened in November 2018, is fully compliant with DDA requirements and has a regularly updated Accessibility Policy. Features enabling access include:</p> <ul style="list-style-type: none"> • Accessible toilets on both floors. • A lift. • An evacuation chair • Emergency exit points for wheelchair users. • A sound loop in the school hall. • Autism-friendly classrooms. <p>We ensure that, wherever possible, equipment used is accessible to all children regardless of their needs, and that extra-curricular activities can be accessed by children with SEND.</p> <p>The school may provide SEND equipment where appropriate, in consultation with specialist agency advice. This includes: adapted seating, writing slopes, sensory equipment, resources for fine motor skills.</p> <p>Individual Medical Plans are written for pupils with additional needs medical when necessary. Parents/carers are fully involved in this process by attending these meetings and providing vital information. We also have an Intimate Care policy to support any day-to-day care required of this nature (e.g. changing and toileting) to underpin the partnership and shared understanding between school and parents/carers.</p>
<p>9. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p><i>When starting school:</i></p> <ul style="list-style-type: none"> • We will contact the pre-school setting your child has previously attended and liaise with their SENDCo regarding your child's individual needs. • We will liaise closely with yourselves and external agencies as to the best way to integrate your child into the school setting (with the appropriate support if deemed necessary). <p><i>If your child is moving to another school:</i></p> <ul style="list-style-type: none"> • We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be provided for your child. • We will make sure that all records about your child are passed on as soon as possible. <p><i>When moving classes in school:</i></p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Individual targets will be shared with the new teacher. • If your child would benefit from the preparation of a booklet to support their class move, one will be made for them. • Additional visits to the new class can be provided to help complete a smooth transition. <p><i>In Year 6:</i></p> <ul style="list-style-type: none"> • The SENDCo will discuss the specific needs of your child with the SENDCo of their High School.

	<ul style="list-style-type: none"> • Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead. • Where possible your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child at Huntington.
<p>10. Examples of interventions, equipment and resources that the school may allocate to match children’s special educational needs</p>	<ul style="list-style-type: none"> • ELSA • NESSY Spelling programme • <i>Plus 1</i> and <i>Power of 2</i> Mathematics interventions • Precision Teaching – Maths, Reading and Spelling • Additional Phonics (Little Wandle Rapid Catch Up) • Social Stories / Games • Time to Talk • Socially Speaking • Managing Autism - stories and games • Elklan programme and resources (Speech and Language) • 1:1 tuition for writing and numeracy • Individual reading • Visual Timetables and Now & Next Charts • PM Benchmarking • Memory skills activities <p>This is not an exhaustive list.</p>
<p>11. How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • The school budget, allocated from Cheshire West and Chester LA, includes a component to support children with SEND. • All class teachers meet with the Headteacher and the SENDCo formally every term during the school year to discuss pupils’ progress. Children whose progress gives cause for concern may, following consultation with parents, be assessed individually according to the SEND Code of Practice and Local Authority guidance, and a personalised support programme will be developed as required. • The Headteacher and the SENDCo collate the information they have about SEND in the school, including that relating to children already receiving additional support and those who have been identified as not making as much progress as would be expected. From this information they, alongside class teachers, decide what resources /training and support are needed. • The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. • The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school; it is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

<p>12. How are parents involved in the school?</p> <p>How can I be involved?</p>	<p>The school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:</p> <ul style="list-style-type: none">• The school website: www.huntington.cheshire.sch.uk• A school text messaging service.• The school Twitter feed.• Regular newsletters informing parents of forthcoming events and items of school news• A termly learning overview information sheet, outlining the work your child will be doing in class for that term, as well as providing ideas for how you can support your child at home. <p>We actively encourage parents to be fully engaged and involved in their child's education and meet to discuss any concerns that arise as early as possible. We hold parents' evenings in the autumn and spring terms, offer meetings to new parents and have an 'open door policy', whereby parents/carers can speak briefly to the classroom staff each morning when they drop pupils off at school.</p> <p>The class teacher will carry out termly meeting with parents of SEND pupils to discuss targets and review progress. A school report is sent home every Summer Term and we encourage and appreciate any feedback from parents.</p> <p>For those pupils that have an Education Health and Care Plan an annual review will be held. This is a formal meeting for parents/carers, school staff and other agencies involved in a pupil's education, health and/or care to review and discuss progress and to decide upon appropriate targets for the next year.</p> <p>We encourage any parent/carer who has any concerns about their child to speak to school staff as early as possible.</p>
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**13.
Who can I contact for
further information?**

The class teacher is the first point of contact, but parents are also welcome to contact the SENDCo directly about any concerns. Any important information should be shared with the Class Teacher, rather than the Teaching Assistants who may be within the team supporting your child.

Useful contact details:

Mrs N Kirkness (SENDCo)
Huntington CP School
Tel: 01244 506450
Email: sendco@huntington.cheshire.sch.uk

Mrs Amanda Robinson (SEND Governor)
c/o Huntington CP School
Tel: 01244 506450
Email: via_admin@huntington.cheshire.sch.uk

Mr D Rose (Headteacher)
Huntington CP School
Tel: 01244 506450
Email: head@huntington.cheshire.sch.uk

Should you have a complaint, please refer to the school's Complaints Procedure, available online.

Applying for a place at the school

If you are considering applying for a place at our school and your child has special educational needs, please telephone the school and arrange an initial visit with the Headteacher or Deputy Head/SENDCo, who will be happy to meet you. Choosing a school for your child is an important decision and it is essential that the provision on offer meets your child's needs.

CWAC is the admissions authority for the school, and can be contacted as below:

School Admissions,
Cheshire West and Chester Council,
Wyvern House,
The Drummer,
Winsford,
CW7 1AH

Email: admissions@cheshirewestandchester.gov.uk

Website:

<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/school-admissions/school-admissions.aspx>

Telephone: 0300 123 7039