

SOUND PRIMARY SCHOOL IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

Sound Primary uses the Cheshire East SEN Toolkit as the basis of its support for children with SEND. The details of this can be found on the school website.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP? At Sound Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:
 - Liaison with previous school or pre-school setting
 - Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
 - Concerns raised by a parent
 - Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
 - Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
 - Use of tools for standardised assessment
 - Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?
 - Talk to us – contact your child's class teacher about your concerns initially, who will relay your concerns to the SENDCo. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs Co-ordinator). Appointments can be arranged in person, by phone or by email.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?
 - The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
 - The Class Teacher and SENDCo oversee the progress of any child identified as having SEND
 - There may be also be a Teaching Assistant working with your child as part of a group, or occasionally individually. The context of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and shared during termly Star Day meetings.
 - The class teacher will meet with you formally on at least a termly Star Day meetings , in order to discuss your child's progress and the support that they are receiving.
 - Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
 - An appointment can be made with the SENDCo to discuss support in more detail if required.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

- We are an inclusive school that holds a child's emotional development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENDCo and other senior members of staff.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines. Parents can request a physical copy of this policy from the school office.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration, with the exception of inhalers.
- As a staff, we have regular updates on conditions and medication affecting individual children in staff briefings, so that all staff are able to manage medical situations
- There are staff who hold first aid qualifications, which are updated regularly.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school aims to work in a supportive role with children and families to understand the cause of difficulties and to take steps to address this.
- The school has adopted the behaviour policy, which incorporates anti bullying and exclusion procedures this is available on the school website.
- If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with all stakeholders to provide the best support possible to children and families. Other support may be in the form of a RAMP or an Early Help Assessment.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head teacher which is accessed through Arbor on the dashboard . Should additional support be required in relation to attendance we can support in making a request for Early Help, where this is considered appropriate.
- The school are also able to support families in making contact with other agencies who can provide appropriate support. This may include services such as CHeCS and Education Welfare.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have SEN Support Plans are able to contribute their thoughts, concerns and aspirations to the process
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an accessibility policy
- Accessible toilet facilities are available in the main part of school.

- If you have further, or more specific access queries or concerns please speak with us.

HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate
- Children with SEND may also have access to the appropriate resources needed in order to help them to make progress
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in any formal plans and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- There will be flexible movement through the Graduated Approach. When any changes are made, parents will always be informed of this.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child's learning at home.
- Every child has a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible
- Your child may have an SEN Support Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a conversation with the class teacher at Star Day.
- When the child's SEN Support Plan is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a formal in-depth review will be held at least annually.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at

Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details

- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example various standardised assessments, such as benchmarking.
- The Head teacher and SENDCo report regularly to the Governing Body to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- We have a governor who is responsible for SEN, who meets with the SENDCo and attends briefing sessions. They also report back to the Governing Body

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS? • 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 and may discuss this in advance with parents.

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, a series of visits for children are planned throughout the second half of the Summer Term as well as the opportunity for parents to meet individually with the class teacher, in order to help children, parents and staff get to know each other.
- A transition form is sent to all pre-schools and other schools prior to children transferring to Sound Primary School. The Teachers and the SENCO will visit children in settings where necessary.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- The SENDCo at Sound and District Primary School works alongside Lesley Wrenshall (Consultant SENCO). Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Educational Psychology Services, Cheshire East Autism Team, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental

Health Service), paediatricians Children's Services, social workers and specialist advisory teachers.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING? • We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way

- The school operates an internal continuing professional development (CPD) programme for support staff, based upon the needs of both children and staff.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENDCo (Kirsty Booth), Head Teacher or, in exceptional circumstances, the SEN Governor.
- The school has a complaints policy, which is available on the policy page of the school website.
- The SENDCo at Sound has been part of the Nantwich NEP.

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Please contact the school office for further information about the school and to arrange a meeting with the Head Teacher and/or SENDCo, in the first instance.