

SEND Information Report for Norley CE Primary School

Questions you might have:	What we provide:
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?	<ul style="list-style-type: none">• Many children need additional support at some time in their education. Where this support needs to continue over a sustained period of time, where the child's level of ability is well below that of the national expectation (1 year below or more), or where the child has a specific difficulty or disability, then they will be identified as having a Special Educational Need or Disability (SEND).• The school identifies children who require additional support through thorough and individualised assessment of children, including: observation and termly class-based assessment. Any staff concerns regarding possible SEND issues will be raised with parents at the earliest possible stage.• If you have a concern regarding your child's academic, social, behavioural or emotional well-being, in the first instance speak to your class teacher or SEND Co-ordinator (SENDCo), Mrs Kelly.
How will school staff support my child?	<ul style="list-style-type: none">• There is regular discussion between staff about concerns that they might have regarding any child; these might be academic, social, emotional or behavioural issues• We will always identify an individual child's needs and support accordingly through differentiated work.• We have one Teaching Assistant per key stage to provide in-class support along with 1:1 TA's if needed for specific children.• Small group work and a tailored intervention programme may be provided.• We will regularly discuss the progress of the children already identified as having SEND, review their existing targets and set new targets where necessary.• We will consider whether to continue support, remove support or, if progress is limited over time, we will discuss possible referral to external specialist services. This will all be discussed with parents and referrals will only take place with parental consent.

	<ul style="list-style-type: none"> • Provision is monitored by the Curriculum Committee and the Governor responsible for SEND.
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Staff plan lessons with support, core and extension activities for each subject so that each child is taught to the appropriate level and make progress in every lesson. • At all ability levels, children are encouraged to persevere and are challenged to work independently and creatively. A positive work ethic and an enjoyment of learning are essential in developing positive independent lifelong learners. • The school's mission statement values the individuality of all of our children and this forms the basis of our inclusion policy
How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • Children with SEND have a Termly Individual Provision Map (IPM) which sets and reviews personalised targets. • As well as checking IPM targets are met, the SENDCo will also be tracking achievement levels for reading, writing and maths. • We hold parent consultations for children identified as having a SEND; we work closely with parents to obtain their views and help shape provision for children. Parents are encouraged to share their findings or concerns. • The school has an 'Open-door' policy with class teacher/SENDCo • Relevant information about how parents can support their child at home is routinely provided • All parents are invited to annual whole school parent information sessions on reading and maths • As standard for all pupils we have 2 parents' evenings and a full written report to parents per year.
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • As a church school, Christian values underpin our ethos • Your child's well-being is crucial to ensuring that they are happy, feel secure and reach their potential in all areas of school life. • Where a child has a particular difficulty or disability we will provide support to meet their individual needs at that time. For example with sensory circuits, fidget toys, wobble cushions etc. • The whole school follow the Heartsmart program, an emotional intelligence and resilience resource.

	<ul style="list-style-type: none"> • We have an ELSA (Emotional Literacy Support Assistant) in school who will deliver bespoke programmes of work to support children's wellbeing. • We have an Anti-bullying Policy; a Behaviour and Discipline Policy and a First Aid and Medicines Policy. • Children regularly talk to their teacher about their progress and give feedback on what helps them to learn. Children are encouraged to apply skills independently and talk about how they can do this. • In preparation for the next academic year, our children take part in the meet your new teacher day, with additional support as necessary. • We liaise with local Secondary schools and offer additional meetings, visits and preparation for children who find transition more difficult • Parental support and home/school communication is crucial in ensuring that children get the same message and consistent support in overcoming difficulties.
What specialism services, experience, training and support are available at, or accessed by, the school?	<ul style="list-style-type: none"> • All our classroom teachers are qualified to teach in a mainstream environment • The school employs one teaching assistant for each Key Stage to provide targeted interventions and general support. • We have access to the relevant services provided by the Local Authority but no 'specialist' services within school itself.
What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Relevant staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of continuous professional development. • Appropriate members of staff regularly take part in training and disseminate this as required. • We encourage guest speakers to deliver assemblies to share their experiences and raise awareness of disabilities. It is important that all of our staff and children have a good understanding and respect for the experiences of others and work as a community to support one another.
How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We would discuss with parents any specific activities where we feel a child will need extra support.

<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Being on one level, the school building and playground is accessible for someone in a wheelchair and has 1 accessible toilet. The school field and The Lookout are accessed via a large number of steps. However, activities are adapted where the location is not accessible so all children are included. • We meet the requirements of the Disability Discrimination Act (DDA)1995, and the Equalities Act (2010) • We also have an Inclusion and Equality policy and an English as an Additional Language policy. • We currently don't have any specialist equipment. • We do have resources to support children's learning if they have sensory needs or dyslexia. • With limited space with one small withdrawal room available.
<p>How will the school prepare and support my child to join the school or transfer to a new school?</p>	<ul style="list-style-type: none"> • We work hard to ensure smooth transition for our children into our setting. • Children are invited to a number of sessions ahead of starting at the school. • New parents welcome meeting is held for Reception intake. • As children transfer through the school we ensure that they become familiar with the environment and get to know their next teacher before the start of the new term. Children have a meet your new teacher day, spending time in their new class, ahead of the Summer break. • Year 6 take part in induction programmes at the local Secondary schools (with additional meetings if required) • We work closely with the secondary schools to ensure that transition runs smoothly. Our Y6 teacher or SENDCo meet with the representatives from the feeder schools and they make detailed notes of the strengths and needs of the children. SEND information will be sent on to the new school if this is still appropriate.
<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<ul style="list-style-type: none"> • All children are unique. Decisions might be different for each child and are made with consideration for the individual need at that particular time. Needs do change and so provision changes to match this. • The head teacher, class teacher and parents take a collaborative approach in all decisions after looking at progress each term.

How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • As a school we continually keep parents informed about their child's education and encourage a two way dialogue through any of the following ways: <ul style="list-style-type: none"> - Open-door policy with class teacher/SENDCo - Parents' Evenings - Review meetings - Voluntary work based around parents' skills
Who can I contact for further information?	<ul style="list-style-type: none"> • Our Headteacher and SENDCo, Mrs Kelly on 01928 788471 or via admin@norleyce.cheshire.sch.uk • The Local Authority SEN Offer is also available on the Cheshire West and Chester website, http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page

SEND Information Report	
Review Frequency:	Annual
Reviewed and approved by:	Full Governing Body
Date:	13 th March 2024
Headteacher approval signature:	<i>Helen Kelly</i>
Chair of Governing Body approval signature:	<i>Paul Corbishley</i>
Date of next review:	13 th March 2025