

Henry Chadwick Primary School

Special Educational Needs and Disabilities (SEND) offer

2026 - 27

<i>What should I do if I think my child may have special educational needs?</i>	We have an open-door policy in terms of communication with parents. If you have concerns, we are happy to meet with you at any mutually convenient time. Any concerns about your child should be raised with your child's class teacher in the first instance. You can arrange to meet with them by speaking to them directly or by contacting the school office on 01543 490354 or office@henrychadwick.staffs.sch.uk to arrange an appointment. They may suggest that you also meet with the Special Educational Needs and Disabilities Co-Ordinator (SENDCo), Mrs Sarah Orme, who will be able to advise on possible next steps and further support services available to you and your child. You are able to contact the SENDCo to arrange a meeting by either telephoning the school office on 01543 490354 or by emailing Mrs Sarah Orme, the SENDCo, via the office at office@henrychadwick.staffs.sch.uk stating: <i>FAO the SENDCo.</i>
<i>What are special educational needs?</i>	The Special Educational Needs and Disability Code of Practice states that: <i>'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or 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. Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.'</i> (DfE, 2015)

What kinds of special educational needs are provided for at Henry Chadwick Primary School?

At Henry Chadwick, we pride ourselves on being a fully inclusive school and we cater for all special educational needs. Our school motto is "Learn to Live". Everything that we do in school is to ensure that children have the skills to become independent learners.

We create a happy, caring, secure environment in which our children can develop confidence, individuality and good learning habits. We strive to nurture and develop the whole child, preparing each individual for the experiences, opportunities and responsibilities of adult life. In this way each child may have the opportunity to achieve his or her potential.

Children, like people in general, learn in many different ways. We believe that learning should be multi-sensory and interactive; where pupils have the opportunity to learn from each other. Lesson planning reflects different learning styles and work is differentiated appropriately. We are proud to say that we are a fully accessible school for pupils or visitors who require a wheelchair and have held the Enhanced Dyslexia Friendly School award and continue to use the good practice recommended

The Special Educational Needs and Disability Code of Practice (DfE, 2015) outlines four main categories of Special Educational Need which are:

- ***Communication and interaction:*** *Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*
- ***Cognition and learning:*** *Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning*

difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- ***Social, emotional and mental health difficulties:*** *Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*
- ***Physical and/or sensory needs:*** *Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

<i>How does the school know if my child needs extra help?</i>	<i>All pupils are monitored closely and progress is reviewed half-termly. We recognise that a child needs additional support when they are making less than expected progress given their age and individual circumstances. This may mean that:</i> <i>• The child's progress is slower than that of their peers</i> <i>• The child's rate of progress has slowed down</i> <i>• There is a gap between the child's attainment and that of their peers</i> <i>• The gap in attainment widens over time</i> <i>• Additional adult support and/or resources are required to access the curriculum</i> <i>If your child is not meeting age-related expectations and/or progress is a concern then your child's class teacher, with support from the SENDCo, will identify any potential barriers to learning and plan strategies and intervention programs that will aim to accelerate progress and close gaps in attainment.</i>
<i>How will I know how the staff at Henry Chadwick Primary School support my child?</i>	<i>In the first instance the child's class teacher will oversee the curriculum for your child and monitor his/her progress. If it is agreed by you and the class teacher that a targeted support would benefit your child, we will set up initially a Classroom Support Plan. If, as part of the Plan, Do, Review cycle, we feel that sufficient progress is not being made, a learning support plan will be produced and the child's name will be added to the SEND register. It will identify the strategies and resources we will use and who will be responsible for the intervention and/or support. This may be a teacher or teaching assistant. Learning Support Plans will be reviewed at least three times a year. Learning Support Plans will be reviewed with you and your child, where appropriate and all members of staff involved.</i> <i>Children's views are always sought when reviewing their Learning Support Plan.</i> <i>Our Special Educational Needs Coordinator (SENDCo), Mrs Sarah Orme, is available to give advice at any stage of the process. If necessary, we may request support from external professionals who can offer advice and/or complete detailed assessments. You will always be contacted and your consent requested if it is necessary for your son/daughter to be assessed by or other professionals, such as the Educational Psychologist, Speech and Language Therapist or the Autism Inclusion Team.</i>

<i>How will the curriculum be matched to my child's needs?</i>	<i>Teachers plan learning taking into account children's next steps. They differentiate their teaching to meet the needs of all learners in their class. Children may also be provided with specialist support from external agencies, specialised equipment and/or resources as well as additional support from the teacher or teaching assistant.</i>
<i>How will both you and I know how my child is doing?</i>	<i>The class teacher will meet parents at least termly to discuss your child's progress and attainment. Pupils' attainment and progress is tracked regularly and intervention is put in place to address any gaps in learning and/or to accelerate progress. We will also offer suggestions of work you can be doing at home to support your child. You are welcome to come in at any mutually convenient time to see the class teacher.</i> <i>If your child is on our SEND register, you will also be invited into school each term to discuss your child's progress towards their individual learning targets and to be part of the target setting for the following term.</i> <i>We offer half-termly SEND drop-in sessions for parents with the SENDCo should you have any questions or are seeking further support.</i>
<i>How will you help me to support my child's learning?</i>	<i>The class teacher will meet parents at least termly to discuss your child's progress and attainment. We will also offer suggestions of work you can be doing at home to support your child. You are welcome to come in at any mutually convenient time to see the class teacher. We also offer half-termly SEND drop-in sessions for parents with the SENDCo should you have any questions or are seeking further support.</i>

<i>How is the decision made about the type of support and how much support my child will receive?</i>	<i>The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved then we will follow recommendations made. For children receiving SEN support in school, then the level of support will be determined by the nature of the interventions needed to help pupils meet their learning targets.</i> <i>For children who have an Education, Health and Care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually.</i>
<i>How is my child involved in decisions?</i>	<i>Pupils with SEND are encouraged to take an active role in reviewing their progress towards meeting their individual learning targets and to be part of deciding upon their next steps in consultation with their teacher, teaching assistant and SENDCo. If they have an EHCP they will be part of the annual review process.</i>
<i>What specialist services and expertise are available at or accessed by the school?</i>	<i>As a school, we have access to support from the following specialist services and expertise:</i> <i>• Special Educational Needs and Inclusion Service (SENIS)</i> <i>• Burntwood and Lichfield SEND and Inclusion Hub</i> <i>• Staffordshire Enhanced District Inclusion Support (SEDIS)</i> <i>• Autism Inclusion Team (AIT)</i> <i>• Hearing Impairment (HI) and Visual Impairment (VI) Team</i> <i>• Minority Ethnic Achievement Service (MEAS Team)</i> <i>• Educational Psychologist (EP) Service</i> <i>• Speech and Language Therapy (SaLT) Service</i> <i>• Child and Adolescent Mental Health Service (CAMHS)</i> <i>• Occupational Therapy (OT)</i> <i>• School Nurse</i> <i>• Trust Behaviour Specialist</i> <i>We also work very closely with social services to support children who are looked after by the local authority.</i>

<i>How are parents involved in the school?</i>	<i>Parents are included in decision making at all times. We have an open-door policy which means that parents are welcome to come in and discuss their children at any mutually convenient time. We hold a range of events throughout the year whereby parents are invited into school to be part of their children's learning. Parents, as well as children, are encouraged to be an active participant in the Assess, Plan, Do, Review cycle and are invited into school each term to review previous learning targets and to facilitate in the setting of the next term's targets.</i>
<i>How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?</i>	<i>We liaise closely with all the schools to which our children transfer. For children with SEND we ensure that we talk to the SENDCo of the pupils' previous school and that all relevant information is passed on to the receiving school. Parents are also included in this process. For children with an Educational Health care Plan, professionals from the next school are invited to the last annual statement review. During Year 6, a member of the SEND team will be invited to attend the annual review, to support the transition to a suitable secondary setting, if required.</i>
<i>How will you support my child's medical needs?</i>	<i>All children who have a medical condition will have an individual Health care plan, which will have been written by staff, parents and the relevant healthcare professionals where applicable. Risk assessments will also be in place for some, more serious medical conditions. At all times we adhere to the government guidelines in 'Supporting pupils with medical conditions in school' (DfE, 2014)</i>
<i>How are the school's resources allocated and matched to children's special educational needs?</i>	<i>At Henry Chadwick Primary, allocation of resources is dependent upon need within the school. We use our budget to help raise attainment and achievement of all of our pupils, including those with SEND through:</i> <i>• Classes have a highly qualified Teaching Assistant (TA) supporting the learning.</i> <i>• Running personalised one-to-one intervention programmes.</i> <i>• Providing training on intervention programmes for TAs (and associated costs).</i> <i>• Ensuring that pupils have equal access to the curriculum.</i> <i>• Purchasing sensory items to support sensory circuits and individual needs.</i>
<i>What training have the staff supporting SEND had</i>	<i>Staff have received training in:</i> <i>• Dyslexia</i> <i>• Supporting pupils with speech, language and communication needs</i>

or what training are they having?	• Precision Teaching • Autism • Intervention programmes to develop language, reading and writing skills • Enhanced Dyslexia Friendly Status requirements • ELSA • Educational Psychology Program (EPATT Reading and Maths) • Lego Therapy • Early Communication Screening
How accessible is the school both indoors and outdoors?	We are a Group A Accessible school which means that our environment has been adapted to be fully accessible to wheelchair users. We have disabled toilet facilities. Further work to improve the school's accessibility can be found on the Accessibility Plan. Children who have a specific learning difficulty (SpLD), for example, dyslexia, dyscalculia or dyspraxia, may have a range of needs around reading, spelling, writing, maths and organisational skills. Good quality teaching, differentiation, interventions and classroom strategies will be used to address difficulties in the classroom and further advice sought from external agencies.
How will my child be included in activities outside the school?	As far as it is reasonably possible, all children will have access to all activities. For children who cannot access all activities, reasonable adjustments will be made. If necessary, comprehensive risk assessments and care plans will be put in place. Parents will always be fully included in this process.
What support will there be for my child's overall well-being?	At Henry Chadwick we deliver a comprehensive PHSE curriculum which provides pupils with the necessary knowledge, skills and understanding to develop their social and emotional well-being. This is available to view on the school website. School regularly addresses issues about encouraging friendships and positive behaviour through PHSE activities, assemblies and anti-bullying workshops. We also work with relevant support services to address issues that might affect young people. Alongside, our PSHE curriculum. We offer a variety of interventions including ELSA.

	<i>If a child needs personal care or medical support, a Health Care Plan will be put in place detailing who is responsible for administering the support. If a child needs additional support for their behaviour, expected behaviours will be included in the Learning Support Plan including the details of how a child will be supported. These will be reviewed on a regular basis with you and your child, and all members of staff involved. The plans will also include what support is provided by external agencies.</i> <i>All children should be protected; however, our staff and Governing Body recognise that some groups of children are potentially at greater risk of harm than others, including:</i> <i>• Children requiring mental health support</i> <i>• Children with special educational needs & disabilities/health issues</i> <i>. We support these groups by having:</i> <i>• Vigilance: to have adults notice when things are troubling them</i> <i>• Understanding and action: to be heard and understood; and to have that understanding acted upon.</i> <i>• Stability: to be able to develop an on-going stable relationship of trust with those helping them.</i> <i>• Respect: to be treated with the expectation that they are competent, rather than not.</i> <i>• Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.</i> <i>• Explanation: to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.</i> <i>• Support: to be provided with support in their own right as well as a member of their family.</i> <i>• Advocacy: to be provided with advocacy, to assist them in putting forward their views.</i> <i>See Safeguarding Policy for further information</i>
<i>Who can I contact for further information or if I have any concerns?</i>	<i>You can contact:</i> <i>• Your child's class teacher, either by speaking to them at the end of the school day or by phoning or emailing the school office, office@henrychadwick.staffs.sch.uk ,to arrange a meeting.</i> <i>• Mrs Sarah Orme ,SENDCo, either by phoning or emailing the school office, office@henrychadwick.staffs.sch.uk ,to arrange a meeting.</i>

	• Mrs Vicki Barnes, the Head Teacher, who can be contacted either by phoning or emailing the school office, office@henrychadwick.staffs.sch.uk . • The Chair of Governors, Alison Cartwright who can also be contacted via the school office. • Support services for parents of pupils with SEND include: Staffordshire SEND Family Partnership : Contact name: SEND IASS - Staffordshire Family Partnership Telephone number: 01785 356921 Email: sfps@staffordshire.gov.uk Website: SEND IASS - Staffordshire Family Partnership Staffordshire Connects Services Directory: Further information regarding Staffordshire's Local Offer can be found at: www.staffordshireconnects.info This website contains Staffordshire's Local Offer, which describes the provision that is available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. The Local Offer website helps families by gathering in one place, the information that they need to know in order to make informed choices about the support they receive.
Who should I contact if I have a complaint regarding the provision made at Henry Chadwick Primary School?	In the unlikely event that you wish to make a formal complaint please contact the Head teacher, Mrs Vicki Barnes by telephoning the school office. Our Complaints Procedure Policy is also available to view on the school website.
When will the SEN information report be reviewed?	This report will be reviewed at the start of each academic year. The next review will be in September 2027.