CHERBOURG PRIMARY SCHOOL

Special Educational Needs (Information) Regulations

If you need help to read or understand this information which may affect your child please contact us:

You can ask for an appointment by coming into the office.
Call us: 02380 612557
Email us: admin@cherbourg.hants.sch.uk

What kinds of Special Educational needs does Cherbourg Primary School make provision for?	Cherbourg Primary is a mainstream primary school with a resourced provision for pupils with Social, Emotional and Mental Health (SEMH) difficulties. We believe that we all need a caring, calm and yet stimulating environment, in which we respect each other in order to enjoy accepting new challenges with a feeling of confidence and security. The core values and ethos of our school enable us to work together to offset disadvantage, promote equality and enable access for all members of our school community. Cherbourg Primary is an inclusive mainstream school, we cater for the full range of Special Educational Needs and Disabilities (SEND). We offer provision for children with: ● Cognition and learning needs o Specific learning difficulties (SpLD) - Dyslexia and Dyspraxia ● Social, emotional and mental health difficulties (SEMH) ● Communication and interaction needs o Speech, language and communication (SLCN) o Autistic spectrum disorder (ASD) ● Sensory and/or physical needs o Physical disability (PD) o Hearing impairment (HI) o Visual impairment (VI)
How does Cherbourg Primary School know if children need extra help?	At Cherbourg Primary School children are identified as having Special Educational Needs and/or disabilities (SEND) through a variety of ways including the following:

What should I do if I think my child has Special Educational Needs?	• Liaison with nurseries, pre-schools & previous schools/classes. • If a child is performing below age related expectations in any area of their learning. • If concerns are raised by parents or the young person. • If concerns are raised by a teacher, for example if behaviour or self-esteem is affecting performance. • Screening/ assessments. • Liaison with outside agencies. • Health issues. At Cherbourg Primary we follow the criteria set by Hampshire County Council's Children's Services Department SEN Service, in the document *SEN Support: Guidance for early years providers, mainstream schools and colleges* September 2014. **If you have any concerns please let us know.** Come in and talk to us, firstly speak to your child's class teacher, who will then pass your concerns on to the relevant people. At Cherbourg we pride ourselves on close partnerships with parents, we encourage you to let us know of your concerns as soon as possible. **If you want to talk to someone you can ask for an appointment by popping into the office.** **Call us: 02380 612557** **Email us: admin@cherbourg.hants.sch.uk**
How will both you and I know how my child is doing?	At Cherbourg Primary School we measure children's progress in learning against national expectations and age related expectations. Class teachers continually assess each child and note areas where they are improving and where further support is needed. We track children's progress from entry at Year R through to Year 6, using a variety of different methods including: • Teacher Assessment • National Curriculum expectations in relation to age related expectations for progress and attainment,

How will you help me to support my child's learning?	● Early learning goals, ● Reading and spelling ages, ● Standardised scores ● Entry level screening tests. If we think further screening is necessary for your child we will inform you via letter, a phone call or by having a chat with you first. Children who are not making expected progress are also identified through pupil progress meetings with the class staff, Special Educational Needs Coordinator (SENCO), Inclusion Manager and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Our Special Educational Needs Coordinator (SENCO) oversees all support and progress of any child requiring additional support across the school alongside the Inclusion Manager. 'Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches, it is individual provision that is additional to or different from that made for other children of the same age' (Hampshire County Council, 2014). ● If your child is identified as having a learning difficulty they will have a *Passport to School* (previously known as an Individual Plan) which will have individual Specific, Measurable, Achievable, Realistic, Time related (SMART) targets. ● If they are identified as having social, emotional, or mental health needs they will have a Passport to School which includes an Individual Behaviour Management Plan (IBMP). ● A *Passport to School* includes both learning and behaviour targets. They are formally written twice a year and sent to parents. ● We will send a copy of your child's *Passport to School*. One is for you to keep and one is to sign and return to us, as a record of you seeing and agreeing to the targets.

	● The *Passport to School* is reviewed by class staff with the child every half term, where targets are reviewed and updated. ● *A Passport to School* will detail strategies for you to support your child at home. ● When the child's *Passport to School* is reviewed comments are made against each target to show what progress the child has made. If a target needs adapting, the reasons for this will be discussed and a different approach may be tried to ensure the child makes good progress. We believe that your child's education should be a partnership between pupil, parents and teachers, therefore we aim to keep communication open and regular, especially if your child has complex needs. **Please speak to your child's class teacher at any point if you have any questions.** ● The outcome of tracking, monitoring and professional conversations will be shared through Passports to School, parents' evenings and additional meetings with class staff and/or the SENCO and Inclusion Manager as necessary. ● If your child has an Education, Health and Care plan (EHCP), formal meetings will take place annually (Annual Review) and a formal report will be written. ● Parents and the pupil have the opportunity to contribute to these reviews and all paperwork is circulated to all agencies involved two weeks before the meeting.
How will the curriculum be matched to my child's needs?	Cherbourg delivers a broad and balanced curriculum to each and every pupil regardless of their ability, age, gender, race and religion to ensure the development of the whole child. The curriculum is delivered in an enthusiastic, challenging and stimulating way to build on children's existing strengths and interests. All work within class is pitched to an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level and are encouraged to challenge themselves as far as they can. All class staff are aware of the range of need and ability within their classes. Teachers cater for additional needs and provision through the use of Passports to School.

	Progress is monitored through tracking, where your child is measured in relation to age expectations. Passports to School target reviews focus on the effectiveness of intervention programmes and additional support given, this information will then inform new targets and provision to be implemented both at school and home.
How are the governors involved and what are their responsibilities?	One of our governors is responsible for Special Educational Needs (SEND) and meets regularly with the Special Educational Needs Coordinator (SENCO). They also report to Governors to keep all informed and are aware of the current policy and Special Educational Needs (SEND) within Cherbourg Primary School. ● The Special Educational Needs Governor is: **Caroline Tiller and Tamsin Leyman** **Tel: 02380 612557** **Email: admin@cherbourg.hants.sch.uk** ● The Special Educational Needs Coordinator (SENCO) reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. ● The Governors are informed of the priorities for spending within the Special Educational Needs budget with the overall aim that all children receive the support they need in order to make progress.
How is the decision made about the type and how much support my child will receive?	At Cherbourg Primary School we measure children's progress in learning against national expectations and age related expectations. All teachers are teachers of Special Educational Needs. The class teacher has responsibility for all pupils within their classroom, including those supported additionally by Learning Support Assistants (LSAs). Class teachers continually assess each child and note areas where they are improving and where further support is needed. We use a graduated approach to identify the necessity for provision which would be additional to and different from the high-quality, inclusive provision already in place for all young people as part of our learning environment.

	We track children's progress from entry at Year R through to Year 6, using a variety of different methods including: ● Teacher Assessment, ● National Curriculum expectations in relation to age related expectations for progress and attainment, ● Early learning goals, ● Reading and spelling ages, ● Standardised scores and ● Entry level screening tests. Children who are not making expected progress are also identified through pupil progress meetings with the class staff, Special Educational Needs Coordinator (SENCO), Inclusion Manager and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Once the information and evidence has been gathered regarding a young person's need for additional support. The class staff will discuss this need with the young person and parents. The class staff and SENCO will meet to discuss whether the criteria has been met for the young person to be identified as having a special educational need. This discussion will then result in the class teacher writing a Passport to School, depending on the young person's need. This personalised plan will then be shared with parents. The provision will be detailed on this plan regarding which intervention (programme) will be used to attempt to boost the young person's progress. The effectiveness of the intervention/programme used will be carefully monitored by class staff and the SENCO through regular tracking. Some of our pupils with Special Educational Needs (SEND) may also be eligible for other funding, such as our Pupil Premium funding or Looked After Children support. These other funding options will help us to additionally support your child to meet their needs in a range of areas if appropriate. Looked After Children and children who are eligible for Pupil Premium are further supported by the Inclusion Manager.

How will my child be included in activities outside the school classroom including school trips?	At Cherbourg Primary School we encourage all pupils to partake in a range of extra-curricular activities. The core values and ethos of our school enable us to work together to offset disadvantage, promote equality and enable access for all members of our school community regardless of the activity planned. We work hard at Cherbourg Primary School to ensure that our pupils with Special Educational Needs are fully included in: ● after school clubs, ● visits outside of school, ● school trips, ● visiting theatre companies, ● residential trips, ● music tuition and choir visits. We undertake additional risk assessments, seek the advice of external risk assessors and contact parents for advice and support. We will also include our educational visits coordinator in our discussions. **If you have any concerns about your child accessing activities outside of the classroom please contact us.** **Call us: 02380 612557** **Email us: admin@cherbourg.hants.sch.uk**
What support will there be for my child's overall well-being?	Cherbourg Primary is a mainstream primary school with a resourced provision for pupils with Social, Emotional and Mental Health (SEMH) difficulties. We believe that we all need a caring, calm and yet stimulating environment, in which we respect each other in order to enjoy accepting new challenges with a feeling of confidence and security. The core values and ethos of our school enable us to work together to offset disadvantages, promote equality and enable access for all members of our school community. We believe that your child's education and well-being should be a partnership between pupil, parents and teachers, therefore we aim to keep communication open and regular, especially if your child has complex needs.

What is the pastoral, medical, and social support available in the school?	A member of the Senior Leadership Team (SLT) monitors pupils' attendance closely and will work with parents to develop strategies/provision to ensure your child is accessing school. **Please speak to your child's class teacher at any point if you have any questions.** At Cherbourg we offer a wide range of social, emotional and mental health pastoral support. Cherbourg staff are highly skilled in supporting children with complex emotional, social and behavioural difficulties. Staff are trained in Team Teach Positive approaches to behaviour management. Our Jarjums Room is a Resourced Provision for pupils with Social, Emotional and Mental Health Difficulties. Michelle Freeland is our Resource Provision Leader and Behaviour Manager. The children placed in Jarjums are allocated by Hampshire County Council's Special Educational Needs department. All children placed in Jarjums have a statement of special educational need or Education Health Care Plan. As part of the provision, Jarjums staff complete Antecedent, Behaviour, Consequence and Communication (ABCC) records with children recording what the antecedent to a behaviour was, what the consequence for the behaviour was and what that behaviour was trying to communicate. All staff at Cherbourg Primary School are trained in restorative practice, which is a peaceful process used to help pupils to problem solve conflicts or concerns together. http://www.restorativejustice4schools.co.uk/ The children throughout school are encouraged to work together to think about the impact on others of their actions, to take responsibility for their actions, resolve the issue and move on together ensuring everyone is satisfied with the outcome. We offer a range of social opportunities for our pupils, including: ● Breakfast and Afterschool club (Bugs Club) ● Extra-curricular clubs ● Additional music tuition ● Residential and school trips ● Opportunities to meet visitors from our school community ● Enhanced lunchtime play curriculum

	● Family Learning workshops We also offer a range of individual pastoral support opportunities including: ● Emotional Literacy Support Assistants – Miss Fenna, Mrs Creswell-Boyes ● Positive Parenting Program (Triple P) worker – Mrs Freeland ● Draw and Talk therapist - Mrs Samara Harris ● Play Therapy therapists - accessed through outside providers We also have a manager for support to pupils whose first language is not English and she can provide important advice and support for parents with English as an additional language (EAL), when a child also has special educational needs. Our EAL manager is Rachel Thompson. Please also refer to the external agencies list that we work with. At Cherbourg we have staff trained as first aiders available to the whole school throughout the whole day. First Aid incidents are recorded using an online tracker called Meditracker and parents are also informed via telephone or text message if a child has received a bump to the head. If a child has had a head bump then the child will continue to receive further monitoring in school for up to 2 weeks.
How does the school manage the administration of medicines?	At Cherbourg we have an administration of medication policy which can be found at the following link. Please see our administration of medication policy, which can be found on the SEND pages of our website. We ask that parents inform school of any medical concerns at the earliest convenience so that we can discuss attendance and/or provide for the child accordingly. If your child has asthma, please inform their class teacher and the school office as soon as possible. You will be asked to complete an asthma management in school form detailing regularity of dosage and triggers for your child's asthma. The Inclusion Manager is responsible for the management and administration of medicines.

	Please see our asthma care plan, which can be found on the SEND pages of our website.
Who is the Special Educational Needs Coordinator (SENCO) at Cherbourg Primary School?	Special Educational Needs Coordinator (SENCO) - **Mrs Laura Freemantle** Inclusion Manager – **Mrs Catrin Sullivan** Special Educational Needs Governor – **Mrs Caroline Tiller and Mrs Tamsin Leyman** **Contact us by popping in to school and making an appointment.** **Call us: 02380 612557** **Email us: admin@cherbourg.hants.sch.uk**
What training is provided for staff supporting children and young people with SEND?	Cherbourg Primary School provides a range of training internally and from external providers for all staff. ● Staff are trained in Positive Behaviour Management Techniques, Team Teach training. ● Teachers meet weekly as a team to discuss new areas of learning and as part of their continuing professional development. ● Learning Support Assistants (LSAs) meet regularly with the Special Educational Needs Coordinator (SENCO) and Inclusion Manager to share knowledge and expertise of programmes and interventions. ● Staff liaise with medical professionals (have access to the school nurse) who provides awareness raising around medical issues such as asthma, epilepsy, diabetes and anaphylaxis. The school nurse will also provide signposting to more detailed training for staff if a child attends school with a more complex health need. ● We are supported by a team of Specialist Teacher Advisors who come in to advise staff on teaching pupils with hearing impairments, visual impairments and physical disabilities. ● Cherbourg Primary also has access to Shepherds Down School's Outreach department to help support teachers with planning and support for pupils with more complex Special Educational Needs (SEND).

	• The Special Educational Needs Coordinator (SENCO) meets regularly with other SENCOs in the area and the Educational Psychologist (EP) to share knowledge and expertise on new areas of Special Educational Needs and/ or disabilities (SEND). • Governors receive training on an area previously identified every year. At Cherbourg we are always learning, even the adults!
How accessible is Cherbourg Primary School?	Cherbourg Primary School is a single level building throughout the main school. There is an accessible toilet within the main building which has a fully mechanical change bed. There is also a 'bio bidet' toilet in the accessible toilet. All classrooms and toilets are fully accessible with ramps throughout the building. We provide Personal Emergency Evacuation Plans (PEEPs) for young people who require them, detailing who will assist our more vulnerable pupils from the building in an emergency. At Cherbourg Primary we have a resourced provision for children who have Social, Emotional and Mental Health (SEMH) difficulties. The pupils within this provision can find it hard to manage their own behaviour. Staff within Cherbourg are highly skilled in dealing with behaviour and work hard to ensure all pupils regardless of their difficulties continue to access high quality learning. The Ethnic Minority and Traveller Achievement Service (EMTAS) is a service we can ask for support in enabling our pupils with English as an Additional Language (EAL) to fully access the curriculum. http://www3.hants.gov.uk/education/emtas.htm
How are parents/carers and young people currently involved in Cherbourg Primary School?	At Cherbourg Primary School we encourage parent involvement in all areas of the school. We encourage you to attend parents' evenings, informal drop in sessions and celebrations of work. You will hear all about these events via the fortnightly newsletter and also of course our website. Friends of Cherbourg is our team of parents and teachers who work hard to raise money for the school and they are always keen for new members to join them.

CHERBOURG PRIMARY SCHOOL

Who can I contact for further information?	We have a number of parents and visitors to school who volunteer in classes and listen to pupils reading. If you are interested in joining our volunteering team, contact school and a member of the Senior Leadership Team will talk through a code of conduct with you. If you would like to join our team either as a member of the Friends of Cherbourg or part of our parent volunteering team: **Contact us by popping in to school and making an appointment.** **Call us: 02380 612557** **Email us: admin@cherbourg.hants.sch.uk**
How will my child be able to contribute their views?	Pupil voice is valued very highly at Cherbourg. Children are asked throughout their learning to contribute their thoughts about how they found the learning, what could be done to push them further or what may make it more achievable. Pupils with Special Educational Needs are no exception. Our Passports to School are a working document between pupil and class staff. The pupil is asked to contribute to the areas of strength and help the teacher to identify the targets to be written. The pupil also has the opportunity to record on the Passport to School when targets have been met. We have an active 'Young Governors' team who are representatives for their class. They meet regularly with the PSHE leader and discuss key areas for improvement within the school. Key areas have been school lunches, the playground and the library. If your child has more complex needs and has an Education Health Care Plan (EHCP) their contribution is gathered before every annual review and discussed with everyone present at the meeting. If it is appropriate some pupils are invited to attend a small part of the annual review meeting. Pupils' and parents'/carers' views are also sought for meetings with Children's Services regarding care and support needed.

	We would always offer support to children who are in situations which make them vulnerable, e.g. where there are child protection concerns, or where they are witness to domestic violence. This support may need to be individualised for children with additional special educational needs, e.g. offering a known adult to accompany the child to meet with a professional from outside the school, or ensuring that there is an interpreter available for a child whose spoken English is not fluent.
What should I do if I'm concerned about the way my child is being supported?	**If you have any concerns please talk to us.** We encourage parents to contact their child's class teacher first because most concerns can be resolved effectively at this level. If concerns continue then please contact the Special Educational Needs Coordinator, Inclusion Manager or a member of the senior Leadership team. If concerns continue further please contact the Headteacher. If concerns continue further please contact the Special Educational Needs Governor – Caroline Tiller. If your concerns have not been resolved and all of the above channels have been explored please follow our complaints procedure as detailed in the complaints policy. Please see the pictorial complaints procedure on the website.
Who can the school contact on behalf of the parents for additional advice in supporting children with SEND?	At Cherbourg Primary School we routinely liaise with a number of external agencies including: ● GP ● School Nurse ● Paediatricians ● Specialist Teacher Advisors for pupils with hearing impairments, visual impairments and physical disabilities. ● Educational Psychologist (EP) ● Speech and Language Therapist (SALT) ● Ethnic Minority and Traveller Achievement Service (EMTAS) ● Occupational Therapists (OT) ● Physiotherapists (Physio) ● Children and Adolescent Mental Health Team (CAMHS)

	● Youth Crime Prevention Team (YCP) ● Police and Community Safety officers (PCSO) ● Young Carers The Special Educational Needs Coordinator (SENCO) and Inclusion Manager will work with parents to support and facilitate access to external agencies as a result of discussions between all parties. ● At Cherbourg we have 1 Designated Safeguarding Lead and 5 Deputies who liaise with parents, pupils, staff and Children's Services should there be reason for concern for any of our pupils regardless of need. ● Parent Partnership - The Parent Partnership Service provides impartial advice, information and support to parents and carers of children and young people with special educational needs (SEND) throughout Hampshire.
How will the school prepare and support my child/young person to join the school, transfer to a new school, or transition to secondary school?	Smooth transition is essential for all of our young people especially those who have Special Educational Needs (SEND). We provide additional support for transition between year groups, key stages and between different schools/nurseries for young people who have Special Educational Needs. Our additional support includes: ● Supporting parents to visit future school options. ● Meeting with parents of Year R pupils before they start with us at Cherbourg. ● Arranging additional transition visits to secondary schools and when coming to us. ● Ensuring all relevant documentation reaches the people who will be working with the young person. ● Making transition photo books/social stories to share with the young person, parents and receiving class or school. ● Holding additional transfer meetings. ● Holding and hosting Individual Partnership Agreement (IPA) meetings

Can my child follow a reduced timetable?	A reduced timetable is only used in exceptional circumstances and is always in the best interests of the child. The school follows: ● Working Together to Improve School Attendance (DfE) ● SEND Code of Practice (2015) ● Local Authority guidance on part-time timetables ● Safeguarding duties under Keeping Children Safe in Education (KCSIE) A reduced timetable may be appropriate when: ● A child has significant medical, sensory, or emotional needs that make full-time attendance temporarily unsafe or inappropriate ● A child is awaiting specialist placement and cannot safely access a full-time mainstream timetable ● A phased reintegration is required following illness, trauma, prolonged absence, or suspension ● External professionals advise a gradual increase in school hours A reduced timetable must be: ● Time-limited ● Agreed with parents ● Regularly reviewed ● Clearly documented ● Shared with the Local Authority Before a reduced timetable is implemented, the school will: ● Meet with parents/carers to discuss the rationale ● Consider professional advice (EP, SALT, OT, medical) ● Assess risks and safeguarding implications

Reduced timetables and Safeguarding	● Agree the proposed hours and duration ● Notify the Local Authority A written Reduced Timetable Plan will be completed, including: ● Rationale ● Safeguarding risk assessment ● Current hours ● Reintegration plan ● Support required ● Review dates A reintegration plan will outline: ● Steps towards increasing hours ● Support required ● Professional advice guiding decisions **Reduced timetables are time-limited and reviewed at least half-termly.** Reviews will consider: ● The child's wellbeing and regulation ● Medical needs ● Engagement and progress ● Parent views ● Professional advice ● Whether hours can be safely increased **If a child is too unwell to increase hours, this will be recorded and the timetable maintained until appropriate.**

	The school must be satisfied that: ● The child is safe during non-school hours (A risk assessment will be completed where appropriate) ● Parents understand and agree to the arrangement ● The arrangement does not constitute an unlawful suspension **Reintegration will be paced according to the child's needs, medical stability, and ability to regulate.**
Where can I get further information about services for my child?	Cherbourg Primary Schools SEND Information Report is provided as part of Hampshire's Local Offer of support and provision available to all pupils across the county. Hampshire's Local Offer can be found at the following link: https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/ https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/ Please follow the link to the Hampshire Local Offer which is posted on the front of our website.