

Chase Terrace Primary School

SEND Information Report



Together we Learn
Together we Aspire
Together we Succeed

Chase Terrace Primary School SEND Information Report

Person Responsible:	Headteacher
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At Chase Terrace Primary School, we support **all** children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey where they can flourish and feel safe. Quality first teaching is vital, however for some children, further additional support may be needed to help them achieve the very best they can.

The SEND information report is to inform you of the support available for your child at Chase Terrace Primary School. This is called the 'School Offer'.

Staffordshire County Council has created a website which gives information, advice and guidance on support and options available for children and young people with SEND throughout Staffordshire. This is called the 'Local Offer'.

Please visit the following website for further information.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

1 What are special educational needs?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her and has a significantly greater difficulty in learning than the majority of others of the same age. (SEND Code of Practice 2014)

2 How will you know if my child may have Special Educational Needs?

In Key Stage 2, Class teachers and subject leaders, supported by the senior leadership team, will make regular assessments of progress for all pupils in Reading, Writing, Maths, Spelling and Grammar using the NFER (National Foundation for Educational Research) tests. In Key stage 1 and the Foundation Stage, the Birmingham Toolkit for assessment is used to assess pupil progress. These assessments should seek to identify pupils making less than expected progress given their age and individual circumstances, despite appropriate interventions. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

3 Who will evaluate the effectiveness of the interventions my child will receive?

The class teacher, along with the SENDCO, will assess the effectiveness of the interventions your child receives. The SENDCO will monitor the interventions throughout the given period (approx. 6 weeks or shorter/longer in accordance with the child's needs) in the form of learning walks, book scrutiny and lesson observations.

Pupils, who despite having appropriate interventions, fail to make expected progress will be assessed in more depth using the following assessments. The assessments will be carried out by the SENDCO/SENDCO TA or SENISS (Special Educational Needs Inclusion Support Service)

- York Assessment of Reading (YARC)
- British Picture Vocabulary Scale (BPVS)
- Lucid Rapid Dyslexia Screener
- Sandwell Numeracy Test (SENT)
- Phonological awareness (PhAB 2)
- Single word spelling test (SWST)

You will be contacted if teachers feel that your child has a special educational need. The earlier we take action and modify our provision, the sooner we can resolve concerns and help your child towards success.

4 What should I do if I think my child may have special educational needs?

- All parents will be listened to. Your views and aspirations for your child will be central to the assessment and provision that is provided by the school. If you think your child has a special educational need, we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school and if appropriate school will seek advice from more specialised services such as an Educational Psychologist, Speech and Language Therapist or an Occupational Therapist. We will always share our findings with you and the next steps we need to take.
- If you have concerns then please discuss these with your child's class teacher. This may result in a referral to the school SENDCO whose name is Mrs Tina Powl who can be contacted on 01543 227150 or by email tpowl@chaseterrace-primary.staffs.sch.uk

5 How will the school support my child?

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The four broad areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess: Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

Do: SEND support will be recorded on an individual ‘Support Plan’ that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

6 How is the decision made about how much support my child will receive?

For pupils with SEND but without an Education Health Care plan (EHCP), the decision regarding the support required will be taken at joint meetings with the SENDCo, class teacher and parent. For pupils with an Education Health Care plan (EHCP), this decision will be reached when the plan is being produced or at an annual review.

7 What specialist services and expertise are available at or accessed by Chase Terrace Primary School?

As a school, we have access to a wide range of specialist services including:

- Special Educational Needs and Inclusion Service (SENIS)

- In school qualified mental health and bereavement counsellor
- Behaviour Support Service
- Autism Inclusion Team (AIT)
- Hearing Impairment (HI) and Visual Impairment (VI) Team
- Minority Ethnic Achievement Service (MEAS Team)
- Educational Psychologist (EP) Service
- Speech and Language Therapy (SALT) Service
- Child and Adolescent Mental Health Service (CAMHS)
- 0-19 Wellbeing service and school nurse
- Staffordshire Mental Health Support Team (MHST)
- Referral to Staffordshire's SEND and Inclusion Hub for further advice and support

8 What support will there be for my child's overall well-being?

- Talking with your child on a regular basis
- Discussion with parents about any concerns about a child's well-being
- Personal Social Health Education sessions and assemblies which cover friendship, bullying and self-esteem.
- Use of pupil questionnaires to help plan for children with social, emotional or mental health difficulties. Pupil and parent voice questionnaires are monitored for effectiveness by the SENDCO and Governor for responsibility for this area.
- A trained learning mentor/counsellor to support pupils on a 1:1 basis with social, emotional and mental health difficulties.
- 'The Hub' is a dedicated area in school to support children with Social, Emotional and Mental Health needs and sensory needs. This area is accessed in consultation with parents, teachers and the school's learning mentor/counsellor.
- School has also developed a 'Peace and Wellbeing Garden' – a quiet area for talk and reflection. Children are encouraged to attend 'Garden Club' to help care for the garden and support their well-being.
- Referral to appropriate outside agencies (as above) for specialist support.

9 What if my child has a medical need?

- Pupils with medical needs will be provided with a detailed Individual Health Care Plan, compiled by the SENDCO in partnership with parents and if appropriate, the pupil themselves. The school nurse may also be involved with this process.
- Staff who administer medicine receive appropriate training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2015. (Refer to the school's own medical policy which incorporates supporting pupils at school with medical conditions).
- The law says that from October 2014, schools are now allowed to hold spare emergency inhalers (usually blue) to help keep children with asthma safe. The school holds 2 emergency inhalers and can be used by pupils in an emergency who have parental consent. The inhalers are held in the school office.

10 What is an Education, Health and Care Plan?

- For pupils, who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority. The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.

11 How will I know how my child is doing?

At Chase Terrace Primary, we believe that it is essential to include parent/carer and pupil views when discussing how we are supporting a child in school and parents/carers will be actively involved in identifying needs and making decisions about provision. We support active lines of communication between parents/carers and staff. Parent consultations are held twice a year, where you can discuss your child's progress.

You will also receive a written report about your child towards the end of the summer term. If your child has an individual 'Support Plan' in place, you will also be invited to meet once a term with your child's class teacher to review their progress and personal targets. Class Dojo also allows parents/carers to communicate with your child's class teacher. If any other issues arise throughout the year, then parents/carers are encouraged to contact their child's class teacher, via the school office.

12 How will you help me to support my child's learning?

- The class teacher and/or the SENDCO can suggest additional ways of supporting your child's learning.
- If outside agencies have been involved, suggestions and programmes of study are provided that can be used at home.
- Provide you with your child's individual targets on their 'Support Plan' so you can actively encourage your child to work towards them at home
- Discussions during parents' evenings and 'Support Plan' review meetings (held termly)
- Work with you to encourage your child to attend clubs and activities in and out of school
- Signpost you towards outside agency support through conversations with the teacher/SENDCO/Mental Health Counsellor

13 How do you modify teaching approaches for individual pupils?

- All staff are trained in a variety of approaches which means that we are able to adapt to a range of SEND: - specific learning difficulties (including dyslexia); autistic spectrum disorder; speech, language and communication needs and behavioural, social and emotional difficulties.
- We are a dyslexia friendly school. We incorporate dyslexia friendly strategies in classrooms and the children use a number of teaching aids such as the use of Ace dictionaries, coloured overlays for reading and symbols.

- We are an inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs, planning individual timetables where necessary.
- When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- We use additional schemes/materials so that staff can ensure work is always at the right level for pupils with special educational needs.

14 What expertise and training have the school staff had to support my child?

Teachers and support staff have received whole school training on SEND such as autistic spectrum disorder, dyslexia awareness, speech and language difficulties and attachment disorders. The SENDCO attends termly SEND updates and shares any new initiatives with teaching staff.

Teaching assistants at Chase Terrace Primary School are trained in the following initiatives-

- Precision teaching
- Better Reading Partners
- Eklan Speech and Language programme
- Makaton sign language
- Fine & Gross motor skills programme – Pindora & Pandora's Box
- Maths and English interventions such as ALS, FLS & Springboard Maths
- Autism Awareness
- SEND in the Curriculum
- Trauma & Attachment
- Restorative Practice
- Asthma Awareness
- The school also has the benefit of having a trained member of staff who is qualified (NVQ 3 Level 2) in mental health first aid and bereavement counselling.
- The school has access to SENIS specialist teachers and the Behaviour Support Team who provide advice to staff to support the success and progress of individual pupils
- The NHS Speech & Language Therapist visits the school to assess and plan support for targeted pupils
- The school SENDCO refers pupils to the Staffordshire SEND & Inclusion Hub when required.

15 How are the school's resources allocated and matched to children's special Educational needs?

- The school budget, received from Staffordshire Local Authority, includes funding for supporting children with SEND.
- The school receives funding for children with an Education and Health Care Plan (EHCP) in accordance with their need and provision required.
- The Head Teacher 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 Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected.

Support for your child may be provided in the following way:-

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy, numeracy, handwriting, spelling and phonics
- Specialist support from teachers and or TAs e.g. 1:1 tuition
- Support from external agencies e.g., access arrangement assessment, speech and language support, physical disability support, SENIS (Special Educational Needs Inclusion Service) AIT (Autism Inclusion Team) and the Educational Psychologist.
- ICT software
- Bereavement counselling
- Mental health counselling

16 How will my child be included in activities outside the classroom including school trips?

- All children are encouraged to fully participate in all activities in and out of school and all reasonable adjustments are made for those with SEND. These include care plans being followed, additional staff support, risk assessments being carried out and procedures put in place.

17 How accessible is the school environment?

The school provides the following:-

- Disabled parking spaces
- Ramps to ensure the site is accessible to all.
- Disabled toilet
- A medical room to enable a safe place for e.g. insulin testing/injections, Epi-Pens.

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment and the curriculum can be found via the school website.

18 How will the school prepare and support my child when joining or transferring to a new school/setting?

- On entry, a planned programme of visits is provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents and when appropriate the previous school, to share strategies and ensure provision is put in place before your child starts.

19 Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and we arrange further additional visits if we feel that this would be beneficial to the child.
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be able to consider options for the next phase of education and may like to take advantage of the support offered. Contact:

Email: admissions@staffordshire.gov.uk

Telephone: 0300 111 8007 (select the option for 'School Admissions & Transport')

School Admissions and Transport Service
Staffordshire County Council
2 Staffordshire Place
Stafford ST16 2DH

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCOs of both schools will liaise and discuss the needs of pupils with SEND in order to ensure a smooth transition.

Moving up to the Next Class

Teachers will hold a handover meeting in advance of the child moving up where information regarding children's individual needs and the nature of SEND support they have received will be discussed.

20 Who can I contact for further information or if I have any concerns?

Our inclusive philosophy aims to support parents of children with SEND so that your child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views and it is important that you are satisfied with what happens as a result of our collaboration.

If you wish to discuss your child's special educational needs and/or disability or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher
- The SENDCO
- The Headteacher

For complaints, please contact the School Governor with responsibility for SEND. Their name is Mrs Claire Poynton and can be contacted through the school. The school's Complaint policy can be accessed at:- <http://www.chaseterrace-primary.staffs.sch.uk/policies-documents/>

21 Support services for parents of pupils with SEND

- SENDIASS is funded by Staffordshire County Council. It operates independently as a confidential service for parents and carers of children and young people (0-25) with special educational needs and disabilities. You can find more information at <https://www.staffs-iass.org/home.aspx>

Here is a list of services that you may find useful:-

ADHD

<https://www.youngminds.org.uk/parent/a-z-guide/adhd/>

Mental Health & Wellbeing

<https://www.actionforchildren.org.uk/>

<https://camhs.mpft.nhs.uk/>

<https://www.mpft.nhs.uk/services/staffordshire-special-needs-school-nursing-service>

Autism

<http://www.autism.org.uk/>

<https://www.mpft.nhs.uk/services/children-and-young-peoples-autism-service>

Dyslexia

<http://www.bdadyslexia.org.uk/>

Dyspraxia

<http://www.dyspraxiafoundation.org.uk>

The Special Educational Needs and Disabilities 'Local Offer' from Staffordshire County Council provides information, support and services for children and young people aged 0-25 with special educational needs or disabilities (SEND). Click on the link for further information.

[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEND terms.

Glossary of terms

COP Code of Practice	ADHD Attention Deficit & Hyperactivity Disorder
LEA Local Education Authority	ASD Autistic Spectrum Disorder
LAC Looked After Child	OT Occupational Therapist
CAMHS Child & Adolescent Mental Health Service	DCD Developmental Co-ordination Disorder
EP Educational Psychologist	ODD Oppositional Defiance Disorder
SEND Special Educational Needs & Disability	SaLT Speech and Language Therapy
SENDCO Special Educational Needs Co-ordinator	HI Hearing Impairment
ISP Individual Support Plan	VI Visual Impairment
EHCP Education, Health, Care Plan	PT Physio Therapy
FSM Free School Meals	GDD Global Developmental Delay
AEN Additional Education Needs	AIT Autism Inclusion Team
HLN Higher level need	PP Pupil premium