

SEND Information Report	
Which SEND do we provide for?	
At Charlestown Community Primary School, we provide for all of the 4 areas of need: Cognition and Learning, Communication and Interaction, Physical Disability and/or Sensory Needs and Social, Emotional and Mental Health. We work alongside a variety of professionals to be able to support our children to ensure they have the appropriate resources to meet individual needs.	
How do we identify children with SEND?	
Concerns about a child's progress and/or presenting behaviours around school/home may be raised by the class staff, a child's parent or carer or through the systematic analysis of assessment data or information from a supporting professional. Teaching staff will make adjustments to the curriculum, personalise their teaching and, if appropriate, allocate to an intervention. If adequate progress is not made, they will be added to the SEND register. The class teacher will write an IEP (Individual Education Plan) which outlines the child's difficulty, the intervention/additional support that is place and how it will be implemented (by who, when and frequency). This is a working document that can be reviewed and updated at any time. A child will have three IEPs per year. This document will be shared with home. If appropriate, school will make referrals to outside agencies for advice and support for a child where their needs cannot initially be met by quality first teaching and the Ordinarily Available Provision available in school. This advice and support may be a meeting with a clinician, an observation of the child and/or a meeting with school and home. The Educational Psychologist may also be asked to be involved. Any strategies discussed will be included in the IEP. If a child's needs are such that they require long-term and/or specialist intervention, school will consider a Request for Statutory Assessment by the Local Authority which may lead to the child being issued with an Education Health and Care Plan. School will gather information and evidence according to the EHCP application guidelines.	
Involving Parents and Carers	
Parents and Carers are involved at every step. Once needs are identified, they will be placed on the school SEND register. The IEP and subsequent reviews will be shared by the class teacher through the EDUKEY system. If external professionals are involved, Parents and Carers will be invited to make their contribution to the meeting and any reports that are prepared. School can be contacted at any time if they have any concerns around their child's learning. The child's teacher should be the first point of contact. Families of children with SEND will have the information from Manchester's Local Offer shared with them electronically.	
Involving the Child	
For children who have an EHCP, their views will be gathered formally as part of their Annual Review process. For children having an intervention, the member of staff working with them will, in language appropriate to the child, share with them the purpose of the work being done. The SEND team (SENDCo and two assistants) and/or members of the Senior Leadership Team will carry out learning walks to evaluate the learning across a variety of subjects.	

How Do We Assess and Review Progress?
Children at Charlestown are assessed using the following codes: Pre-Key Stage (PKS), Below, Working Towards (WTS), Expected and GDS – the whole school assessment system. If they are working on a specific intervention, progress is tracked and reviewed through this system. For children with an EHCP, depending on their need, they may be assessed against the pre-key stage targets rather than end of year tests. For children identified as working significantly below, they will be Teacher Assessed using PIVATs; this allows for the smaller steps of progress to be identified. For children in the EYFS and/or with a significant level of need, they will be assessed using the Cherry Garden Assessments.
What happens when a child moves to another setting?
If a child moves mid-year, the SENDCo will make contact with the receiving school and share information verbally. Files will be shared securely through the electronic system. For children moving from Year 6-7, a transition programme will be planned to meet the individual needs of child, in discussion with home and the receiving school. If a child moves to a specialist setting, a handover meeting will be held to plan the transition.
Our Approach to Teaching Children with SEND
All children receive Quality First Teaching within their classroom. Once a child has been identified as requiring something that is additional to and different from their peers, it will be planned into their school day. It may be a whole class intervention, a small group or 1:1 with either a Teacher, Teaching Assistant or Learning Mentor. The intervention will be monitored, reviewed and recorded as part of the whole school provision map.
How do we adapt our curriculum and learning environment?
Teachers will assess the needs of their whole class as well as individuals and adapt their classroom to meet the needs of as many children as possible. Where children have sensory needs, staff may be advised to change their environment or children may complete some of their work in an area that is less stimulating for them. Areas will be designed that are age or need appropriate. Our curriculum is planned by subject leaders to enable all children to access learning both academically and physically regardless of their need; this includes children who have been screened for Dyslexia and ADHD.
Additional Support for SEND Children
At Charlestown, we have a two SEN classroom space called the ARC. This is for children with special educational needs. Situated in their own area of school, they provide a nurture-based learning environment for a small number of children who find it difficult to access their mainstream class on a full-time basis. Each child follows the ARC timetable according to their needs. For example, a child might be able to access learning with their year group peers in the morning/afternoon but need specialist support in the morning/afternoon for other subject areas. It may be that they find the morning/afternoons more challenging in class and need a quieter space to work. For those children able to work more independently, a separate working area has been created in class so that their independence can be developed. Children have access to sensory play throughout their day. Staff from the ARC support children within mainstream classrooms and in small nurture groups within shared mainstream areas also. The provision is nurture based, and the children come to the ARC at different stages of the day where appropriate. The children are split into learning groups of stage not age in order for them to be able to access the most appropriate part of the curriculum. All children have access to the core and

foundation curriculum from Year 1. The EYFS Framework is followed for those of reception and nursery age.

The ARC is not a permanent or long-term provision by design and is categorised as a SEN classroom available to all children on the SEND register to develop inclusion in learning. Children attend the ARC alongside their mainstream classroom with the long-term priority being access for SEN learners to mainstream education with their peers.

The provision is led by a very experienced teacher (who is also the SENDCO) with highly experienced SEN Teaching Assistants who have a wealth of experience in different

The Charlestown Team
The SENDCo is Mrs Karen Ingram (from June 2024), she holds the NASENCO award. She is also the lead Teacher for the ARC. We have two SEND Assistants – Jenny Clare and Lisa McConnell who work alongside the SENDCo to ensure that referrals are completed, information is gathered and screenings are completed; they also work with the children on interventions and support children in their classes. Sharon Peters (Deputy Head for Inclusion) also has her NASENCO qualification and NPQH. She is the Designated Safeguarding Lead (DSL) for school. The Teachers and Teaching Assistants at Charlestown attend training relevant to the pupils in the school.
Equipment and Facilities at Charlestown
Charlestown is a one storey building with a separate Early Years building. It is accessible to all. There are disabled facilities in the Early Years building for both adults and pupils. In the main building there are three disabled facilities (including the medical room). These facilities are spread across the building. The Accessibility Plan details this further.
Ways that we evaluate our effectiveness
We analyse in terms of academic progress, we listen to what the children, Parents, Carers and Professionals tell us. We also look at specialist funding levels and the pathways that our children take.
Nurture Support
All staff are responsible for the emotional well-being of the pupils at Charlestown. We have two experienced Learning Mentors who work across school. Their work includes check-ins, specialist nurture group work, 1:1 work or support to learn in their classroom. Both Learning Mentors are part of the Safeguarding Team. Our Family Support Worker also supports children and families and is a DDSL.
Outside Agencies
We have strong links with a number of outside agencies and professionals. The School Nursing Team take referrals from us, we work with Early Help to get early intervention and support for our families as well as Children's Services. Our Educational Psychologist is Jon Cheshire. We have children who currently access support from the Physio team and the Sensory Support Team. Each week, a Place2Be Therapist spends a day in school, working with children for a programme of therapy. We have had and continue to have children and families accessing therapy through M-Thrive.