



Form submission for:

Name of School	Cheam Park Farm Primary School
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Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?	<p>The school aims to provide for the special educational needs of all our pupils as they are defined in our SEN Policy” (see attached) " The policy will be updated in line with the new legislation and this will be published on the website following ratification by the Local Governing Board.</p> <p>At Cheam Park Farm Primary School we aim to have an open partnership with parents and staff. We welcome parents to work with staff and to ensure that there is open communication.</p> <p>If a parent has a particular concern about their child then the first point of call is the child’s class teacher. This can be done through emailing the school, writing a note for the teacher,</p>

	<p>speaking with them after school or by arranging an appointment if necessary.</p>
<p>Assessing children How does the school know how well my child is doing?</p>	<p>At Cheam Park Farm Primary we treat every child as an individual and our lessons are differentiated to meet the varying needs of the children within the class. The children are observed regularly and assessments take place every term to track their current levels of progress and attainment. This enables us to monitor progress and also to identify areas of need that may need to be addressed for individual children. The class teacher carries out the assessments and uses his / her knowledge to assess how the children are progressing.</p> <p>Individual needs are also identified through teacher's knowledge and communication with parents as we all endeavour to support the children wherever we can. If your child is not making progress, the teacher will use targeted support and follow the Plan, Do, Review cycle. If your child continues to experience difficulties we will hold a meeting with parents / carers, class teacher, senior leader, SENDco and Inclusion lead to discuss the areas of need and support required.</p> <p>We use assessments to tailor our lessons and differentiate our intervention groups. If we have any</p>

	<p>areas of concern we will make sure that we liaise with parents through the use of initial concern forms to keep them informed. All intervention groups are differentiated to meet the children's individual needs.</p>
<p>Informing parents and carers How will I be kept informed about how well my child is doing?</p>	<p>We have two parent consultation meetings every year where parents have the opportunity to come into school and discuss their child's progress with the teacher. There is the option for a 3rd parent consultation at the end of the Summer Term , if this needed once the child's report has been sent home.</p> <p>At the end of the academic year each child will receive an end of year report that will highlight the child's progress, achievement and areas of need. The assessment data will be drawn from a range of sources.</p> <p>For children with Special Educational Needs we also use the graduated support document to determine the type and severity of the need. All staff follow the Plan, Do, Review cycle. This outlines the category and level of SEN the child may have. We recognise that underachievement is not synonymous with SEND. Some children will need transient support for a range of issues.</p>
<p>Curriculum What is the curriculum and how is it taught?</p>	<p>The children are taught a broad and balanced curriculum as set out by the Early Years Foundation Stage Curriculum and the National</p>

	<p>Curriculum. Through Quality First Teaching staff ensure that activities are differentiated to meet the individual needs according to what is appropriate for each child.</p> <p>Intervention groups will be provided for children who need additional support to help them achieve their expected outcomes. Year groups have access to a TA who can be deployed to support individuals and small groups where necessary.</p> <p>For children with Special Educational Needs, other outside agencies may be contacted if it is seen to be appropriate to provide extra support.</p> <p>We strongly believe that all children have an entitlement to curriculum access and use our best endeavours to promote participation. Teachers use differentiation routinely but will use individual strategies when appropriate and have received training for this.</p>
<p>Adapting for the child's needs How will the curriculum be adapted to meet the needs of my child?</p>	<p>Every child is different and at Cheam Park Farm Primary Academy we endeavour to cater for every learning style in our lessons through the delivery of quality first teaching, visual stimulus and technology to engage all children. Lessons use a variety of visual, kinesthetic and auditory tools in order to support children and engage them with their learning.</p> <p>If a child is identified as having Special Educational Needs and</p>

	<p>therefore they need extra provision or specialist strategies put in place to support them, then the staff will work together to ensure that these needs are met. The staff, Headteacher and SENDco and Inclusion lead will work together to discuss how best to meet these needs.</p> <p>We may need to seek external support for children continuing to experience significant difficulty and this may involve an application for Education Health and Care Plan assessment.</p> <p>Children who need extra support will often work closely with a TA. The staff will be aware of the children's needs and what needs to be done to support them. They may attend intervention groups to support with the development of academic social skills and emotional development. The aim of the intervention is to ensure that the children are developing independence and will increase their progress.</p>
<p>Meeting the child's needs How do I know my child's particular need will be met?</p>	<p>Our school approach complies with the Equality Act of 2010 and we seek to promote equal opportunities for all children with or without disabilities. Teachers are aware of physical and sensory needs and are equipped to differentiate accordingly to use facilities. We have a disabled toilet to assist children with disabilities to enable them to use these independently. There is also a disabled ramp which enables wheelchair access in all areas. There</p>

	<p>are also changing facilities available to support children with specific lessons.</p> <p>All children have equality of opportunity to access the curriculum and after school clubs and reasonable adjustments are made to enable participation in school visits.</p>
<p>Access to assessments What arrangements are available for pupils to access tests and assessments?</p>	<p>Every child is given the opportunity to access the curriculum. Every child will be assessed and supported according to what their academic need is.</p> <p>At the end of Key Stage One and Two all children are expected to complete a SAT's assessment. These assessments will be modified for the children if they are not appropriate for them.</p> <p>If a child does qualify for additional support or time to access the tests then parents will be contacted and informed of this.</p> <p>All children in Year 1 will sit a Phonics check as this is statutory. Every effort is made to ensure it is in a relaxed environment and the children do not feel the pressures of being tested.</p>
<p>Developing social & emotional skills How does the school help develop my child's social and emotional skills?</p>	<p>All children are taught through PHSE (Personal Health and Social Education) and staff modelling how to deal positively with social interactions. The school's behaviour policy outlines how behaviour is</p>

	<p>managed as a whole school approach and outlines what the rewards and consequences are. This enables all children to feel safe and secure and to understand boundaries.</p> <p>All staff endeavour to ensure that all children feel safe, comfortable and welcome. Children know they can speak to staff should they have a need too. There is an open door policy between staff and parents.</p> <p>All children are supported to develop their social and emotional skills and there are interventions available at school for children who are identified as needing support with this such as SEAL (Social Emotional Aspects of Learning) and ELSA (Emotional Literacy Aspects of Learning)</p> <p>There are also opportunities for children to attend clubs after school as well as PHSE, Pupil Voice and School Council during school time which encourages independence and social resilience.</p> <p>We recognise that children with special educational needs can be vulnerable and the school uses its best endeavours to support children's resilience. Please refer to our school policy on bullying which can be found on our website.</p>
<p>Who we work with Who does the school work with?</p>	

	<p>When appropriate, the school will work with other outside agencies for example Speech and Language therapists, Occupational therapists, Educational Psychologist, Speech language and communication needs, Adapt To Learn, SIS travellers, social care and health and Communication and mental health service.</p> <p>These agencies will be accessed via the class teacher; SENDco and Inclusion lead who will complete referrals on children and refer them to the service. If staff feel that a child would benefit from receiving support from one of these services, we would discuss this with the parent/ carer to ensure they are fully involved in any decision or referral.</p> <p>All agencies have rigorous criteria and thresholds so we work to make appropriate referrals.</p> <p>Agencies work in a range of ways which may include 1:1 consultation, class observations, small group work, consultation with professionals and parent meetings. The school strives to ensure that multi – agencies are collaborating in order to improve outcomes for children.</p>
<p>Helping your child settle with confidence How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p>	<p>The children will be very well prepared for moving on to new classes and schools. Staff work closely together to liaise about new classes and update staff with</p>

	<p>appropriate information. All files and documentation on children are passed onto staff from class to class and school to school.</p> <p>Children are also taken to meet their new teachers and spend time in their new classroom. Children are given lots of opportunities to talk about their feelings and moving on.</p> <p>Parents are a focal point of children's transition when coming into nursery. Parents are invited into school with their child to meet their new teacher. This helps us as a school to get to know as much about the child as possible and allows you as a parent to have the opportunity to discuss concerns with the teacher. Prospective parents can attend a tour of the school.</p> <p>For children with specific needs who can become very anxious, the school will personalise transition support by providing children with a transition book that contains photos of their next class and teacher or individual visits to classes and organising additional visits to the child's new class.</p> <p>The same strategies are used with children when moving on to their high school to support the children's resilience. Specific agencies may advise on request.</p>
Extended School Day	We offer a Breakfast club and Afterschool club.

<p>What additional facilities do you offer?e.g. Breakfast club; After school clubs; walking train to after school care</p>	
<p>Policies Add any relevant web links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan</p>	
<p>Keywords</p>	

Additional Information e.g. new logo