

Chaddleworth St Andrew's and Shefford C.E. Federated Schools

Last updated: 16/03/2023

Our two Church schools are committed to enabling all pupils to achieve their full potential. We do this through developing a love of learning within a creative, supportive environment, built on strong Christian foundations, where everyone aspires to be 'Living life in all its fullness'.



"I have come that they may have life; life in all its fullness"

John 10:10

Chaddleworth St Andrew's and Shefford C.E. Schools are unique in West Berkshire as being the only 'hard federation' of primary schools.

We serve both the Chaddleworth (with Leckhampstead) and Great Shefford (with Shefford Woodlands and East Garston) communities.

All our children have the best of both worlds: local schools serving the local communities and small class sizes where all our children benefit from being taught alongside their peers across the schools by very experienced and dedicated staff.

We offer our families a unique and attractive church school setting and focus on excellence for our pupils supported by our strong Christian ethos.

All children from our schools are currently on the Shefford site. In September 2022 our roll is 81 children.

We aim to:

- Provide a caring and welcoming school environment based on our Christian Values of Courage, Compassion, Trust, Friendship, Wisdom and Endurance that safeguards and promotes the wellbeing of all
- Provide an education of the highest quality for each and every child in a safe environment
- Ensure learners are respectful of others and the world they live in and strive to live by our Christian Values
- Develop resilient, independent and curious learners who are prepared for their future and the world around them
- Foster a life-long love of learning by providing a curriculum that progressively builds on and deepens their knowledge, understanding and skills
- Value and respect all members of the school and wider community and celebrate their efforts and achievements
- Foster a successful partnership with parents, carers, the Church and the wider community

These values underpin all we do. They are rooted in our Christian ethos and support us as we help our children learn the key skills and knowledge that they will need to rise to the challenges, opportunities and responsibilities that future life will bring.

Who to contact

Contact Name	Alison Stephenson
Contact Position	Headteacher
Telephone	01488 648657
E-mail	office@csf.w-berks.sch.uk
Website	<u>Chaddleworth St. Andrew's and Shefford Church of England Federated Primary Schools</u>

Where to go

Name	Chaddleworth St Andrew's and Shefford C.E. Federated Primary Schools
Address	Blakeney Fields Wantage Road Great Shefford Hungerford Berkshire
Postcode	RG17 7DT
Notes	Please note that we are based on the Great Shefford site.

Other Details

Costs

Details	Breakfast Club £3.00 per day After School Club £7.00 per day
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Availability

Age Ranges	4-11
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Inclusion Information

Dietary Needs

Has Provision Yes

Experience with Yes

Details Our school meals provider caters for special dietary requirements

Childcare Information

Vacancies

Immediate vacancies ✓

Details No vacancies in Year 2 or Year 3

Date updated 16/03/2023

Vacancy range(s)

Places	Start Age	End Age
96	4	11

Funded Places

3 & 4 year old funding ✗

2 year old funding ✗

30 Hours Extended Entitlements

Are you intending to provide 30 Hours? No

Are you registered to provide 30 Hours? No

Waiting List

Do you have a waiting list? No

Opening Times & Facilities

Opening Times	Day	Opening Time	Closing Time
	Monday	07:30	17:00
	Tuesday	07:30	17:00
	Wednesday	07:30	17:00
	Thursday	07:30	17:00
	Friday	07:30	17:00

School Pickups

Offers pickups X

Schools Chaddleworth St Andrews & Shefford c.e (vc) Federated Primary Schools

Details Chaddleworth children are picked up and dropped off daily using the school minibus

Local Offer

Description Please see our Local Offer below

Contact Name Alison Stephenson

Contact Telephone 01488 648657

Contact Email office@csf.w-berks.sch.uk

Links [SEND](#)

SEN Provision Type Profound and Multiple Learning Difficulties, Medical, Specific Literacy Difficulties, Speech & Language Difficulties, Behavioural, Emotional &

Social Difficulties, Autistic Spectrum Disorder, Physical Disability, Hearing Impairment, Moderate Learning Difficulties, Severe Learning Difficulties, Visual Impairment

Local Offer Age 5 to 7
Bands 7 to 11

Needs Level Low

Mainstream

1. Identification of SEND

1.1: How does the school identify children/young people with special educational needs and disabilities?

The progress of all children is monitored every term and discussed by the headteacher and class teacher at pupil progress meetings. If a child's progress is causing concern, they will receive differentiated support depending on the type of support/nature of intervention they receive. Their progress will continue to be monitored to evaluate whether further action is required. If a teacher remains concerned, they will discuss this with the parent and Inclusion Manager. An expression of concern form will then be completed by the class teacher and discussed with the parent and Inclusion Manager.

We use the SEND Code of Practice definition of learning difficulty or disability:

“A child of compulsory school age 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 or mainstream post-16 institutions.”

Special Educational Needs And Disability Code of Practice: 0 to 25 years, 2015.

1.2: What should I do if I think my child has SEND?

If you think your child has SEND, you must arrange a meeting with your child's class teacher at the earliest opportunity to discuss your concerns.

2. Support for children with special educational needs

2.1: If my child is identified as having SEND, who will oversee and plan their education programme?

Your child's class teacher will plan, monitor and evaluate their education programme in collaboration with the SENCo and advice from external agencies where appropriate.

2.2: How will I be informed / consulted about the ways in which my child is being supported?

We work in collaboration with parents to make decisions about your child's education. Your child will have a Support and Achievement Plan (SAP) which will be reviewed three times a year or as necessary. Regular parent teacher consultations provide an opportunity to discuss your child's plan, outcomes and provision. There may be additional review meetings. If you would like further information, make an appointment to speak your child's class teacher. All updated plans will be sent to parents.

2.3: How will the school balance my child's need for support with developing their independence?

Effective support is vital to ensuring that your child develops the skills to enable them to become as independent and confident as a learner. Teachers use their professional judgement to deploy the available resources to meet the needs of children including specific targets from their plan without developing an over reliance on adult intervention.

2.4: How will the school match / differentiate the curriculum for my child's needs?

All staff are trained in supporting children with different needs. High quality classroom teaching, differentiated planning and resources for the individual child is the first step in ensuring that the curriculum meets the needs of the child. Termly assessments are used as well as observations, to identify gaps in learning and plan provision. Intervention programmes may also be used if there is a specific, need identified after marking and assessments have been completed. These interventions are monitored and evaluated at least termly to measure impact on your child's progress. Class

teachers are able to seek advice from the SENCo, who if necessary will request additional advice and support from external agencies and specialists.

When appropriate, advice is sought from outside agencies such as the Cognition and Learning Team or Educational Psychology service in order to develop the most effective curriculum for your child.

2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Teaching strategies are matched to the needs of the child within the whole class, group or individually as appropriate. A variety of strategies are used to support the children's needs, for example, reducing sensory input, use of visual timetables, managed free time and teaching programmes from outside agencies.

2.6: What additional staffing does the school provide from its own budget for children with SEND?

SENCo time, Teaching Assistant (TA) support, Emotional Literacy Assistant (ELSA) support.

2.7: What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type / Title	Intervention Type
Precision Teaching	One to one
Acceleread/Accelwrite	One to one
SNAP on 2 maths	One to one
Emotional Literacy Support Assistant (ELSA)	One to one
Structured Approach to Writing	One to one
Structured Approach to Reading	

2.8: What resources and equipment does the school provide for children with SEND?

We match the resources to the needs of the child. For example, we have a writing slope for children with handwriting difficulties, ear defenders for pupils who have sensory needs and a reading pen to support children with reading needs.

2.9: What special arrangements can be made for my child when taking examinations?

This will be in line with the guidelines from the Standards and Testing Agency and will be through the use of prompters, scribes, transcribers, modified scripts and additional time. If they meet the criteria, children may be dis-applied from sitting some or all of the Key Stage 2 SATS tests.

3. My child's progress **3.1: How will the school monitor my child's progress and how will I be involved in this?**

The progress of all children is monitored every term and discussed by the head teacher and class teacher at pupil progress meetings. Three times a year, outcomes are set and reviewed with parents and pupils using the Support and Achievement Plan (SAP) to record the information. A copy of the final plan is sent home. The outcomes will be based on the child's next steps as identified through the class teacher's and parent's knowledge of the child, following advice from external agencies, assessment outcomes and SENCo advice. We use our monitoring and tracking systems to identify progress. The class teacher or SENCo may suggest ways you can support your child at home. Parents of children with an Educational and Health Care Plan (EHCP) will also be invited to Annual Review meetings and be involved in the setting of new annual outcomes.

3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Targets are set according to the child's needs and are prioritised according to the greatest need. Parents are invited to take part in this process. If your child has an Education, Health and Care plan, then a review involving all the professionals who are involved with your child will take place once a year.

3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

You may request a meeting at any time and if school staff are concerned, they will contact you.

3.4: What arrangements does the school have for regular home to school contact?

We use School Comms for email contact, which also includes sending out our weekly newsletters. For our youngest children we also use a home/school link book. Parents can also speak to class teachers at the start and end of each school day.

3.5: How can I help support my child's learning?

This is identified on your child's Support and Achievement Plan but there are also suggestions on the termly curriculum newsletter. If you would like more support, you can make an appointment with your child's class teacher to discuss this further.

3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

We hold curriculum events for parents which give them the opportunity to see what learning is happening and how they can support their child at home. For example, all EYFS parents are invited to a phonics workshop to understand how we teach reading in school. We also share information about external training events that have been organised for parents who may wish to participate.

3.7: How will my child's views be sought about the help they are getting and the progress they are making?

Children discuss their progress, review their current targets and set new targets with their class teacher every term.

3.8: What accredited and non accredited courses do you offer for young people with SEND?

Not applicable for primary age children.

3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

We assess the effectiveness of SEND provision through our monitoring and tracking procedures and through the impact of the interventions that may have been provided.

Once a year, all parents are invited to take part in a survey which asks for their views about the school. The results of the survey are then analysed and the findings published. The effectiveness of the SEND provision is regularly monitored by the SENCo, Head Teacher and the SEND governor and, three times a year, recorded. Three times a year, the SENCo presents a review of SEND

provision and the overall impact to the governors. External agencies are invited to review practice for example the Cognition and Learning Team review the impact of interventions.

4. Support for my child's overall well being

4.1: What support is available to promote the emotional and social development of children with SEND?

The Personal, Social and Health Education (PSHE) curriculum is delivered to all the children. If a child has more specific needs, the child might be offered the opportunity to work with an Emotional Literacy Support Assistant. All children 'check in' by describing how they feel when they arrive at school, after break and after lunch. Any needs identified are addressed at the time. Emotional Literacy Support Assistants also offer a series of sessions for children identified as needing focussed emotional wellbeing support. Children who require additional support are referred to the Mental Health Service Team which offer group interventions or individual support depending on the needs of the child.

4.2: What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

The class teacher, in consultation with the SENCo, can adapt a variety of classroom management and general strategies to help the support the child with their individual needs. The support will vary from child to child. When appropriate, outside agencies will be approached for support after consultation with parents.

4.3: What medical support is available in the school for children with SEND?

We respond to the needs of the children within the resources available. If a child needs specific prescribed medication then an agreement form can be filled in and discussed with the child's class teacher. See also the Use of Medicines in School Policy.

4.4: How does the school manage the administration of medicines?

Parents need to sign a consent form for medicines to be administered in school. All medicines will be labelled to identify who the medicine is intended for. Medicines that are needed at specific

times are kept in a locked cabinet. Medicines that children require regularly, for example an inhaler for asthma, are kept in the school office or classroom depending on the need of the child. A record is made each time the medicine is administered.

4.5: How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

Special arrangements can be made from within the resources that we have to offer.

5. Specialist services available / accessed by the school



5.1: What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

We can access all the support services offered by the local authority, dependent on the child's needs and these reaching specific criteria set by each service.

5.2: What should I do if I think my child needs support from one of these services?

Parents need to contact their child's class teacher.

5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?

We welcome the provision of these services in schools when appropriate. Alternatively it may be provided at an external clinic depending on the needs of the child and at the discretion of the therapist.

5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

This can be discussed with the SENCo. Parents can make a direct referral to the Speech and Language service. For access to occupational therapy and physiotherapy, a referral can be made through your GP.

5.5: What arrangements does the school have for liaison with Children's Social Care services?

The schools have direct access to Children's Social Care and welcome joint meetings with families and Children's Social Care services.

6. Training of school staff in SEND

6.1: What SEND training is provided for teachers in your school?

SEND training is provided according to the needs of the child and where appropriate, individual, group and whole schools training is offered.

6.2: What SEND training is provided for teaching assistants and other staff in your school?

SEND training is provided according to the needs of the child and where appropriate, individual, group and whole schools training is offered.

6.3: Do teachers have any specific qualifications in SEND?

No, currently none of our staff have specific qualifications in SEND.

6.4: Do teaching assistants have any specific qualifications in SEND?

Two members of staff are trained ELSAs

7. Activities outside the classroom including school trips

7.1: How do you ensure children with SEND can be included in out of school activities and trips?

All off-site activities and trips undergo a risk assessment process. For children with specific needs, following discussion with parents, the schools will undertake adjustments to ensure all children can access off-site activities and trips within the resources of the schools.

7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?

The parents will be invited to join the discussion and planning of any adjustments that need to be made in order for their child to access off-site activities and trips within resources of the schools.

8. Accessibility of the school environment



8.1: How accessible is the building for children with mobility difficulties / wheelchair users?

The Shefford site is accessible for wheelchair users. However, the Chaddleworth site has more challenges due to the site being on different levels and the number of steps. Not all areas of the building are currently accessible for wheelchair users.

8.2: Have adaptations / improvements been made to the auditory and visual environment?

- Four classrooms and the hall on the Shefford site have blinds to reduce glare.
- The running track is in a contrasting colour.

8.3: Are there accessible changing and toilet facilities?

On both sites there are accessible toilets.

8.4: How do you ensure that all the school's facilities can be accessed by children with SEND?

Each year, all users of both sites are asked for their views on accessibility, linked to the Equality Objectives. Each term, a Health and Safety walk around highlights potential issues.

8.5: How does the school communicate with parents / carers who have a disability?

In discussion with the parent, adjustments can be made from within the resources available to the school. For example, letters can be enlarged.

8.6: How does the school communicate with parents / carers whose first language is not English?

The Local Authority translation service will be accessed when appropriate.

9. Preparing my child to join a new school / next stage of education



9.1: What preparation will there be for both the school and my child before he or she joins the school?

For children entering the schools into the EYFS Reception class, there is a meeting for parents and an information pack. The children are invited to visit the school over the course of a week before they start and extra visits can be arranged when appropriate. If a child joins another year group, the parents and child are offered a tour of the schools and meet with the Head Teacher. The child is also offered a visit to the class he or she will be joining.

When children in year 6 are preparing for their transition to secondary school we offer ELSA support in small groups. Children will be offered transition visits with their new school.

9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

All the children take part in a moving on project. Children who are identified as being vulnerable can be offered a transition programme delivered by the Emotional Literacy Support Assistant (ELSA). Social stories are provided to children which will be discussed at school and also sent home for discussion with parents. These will show photographs of their new classroom, adults working with the child and will also have information about what to expect when they move to a different year group.

9.3: How will my child be prepared to move on to his or her next school?

All the children take part in a moving on project. Children who are identified as being vulnerable can be offered a transition programme delivered by the Emotional Literacy Support Assistant. Children will be offered transition visits with their new school.

9.4: How will you support a new school to prepare for my child?

For any child, relevant information will be sent on to the receiving school. All secondary schools currently offer to visit primary schools for transition meetings which we welcome. If a child has more complex needs, we arrange for the receiving school to be invited to attend a meeting to discuss support and strategies currently being used.

9.5: What information will be provided to my child's new school?

We provide relevant information such as previous and current levels, attendance rate, strategies and current targets. If external agencies have been involved in supporting a child then the report provided by the external agency will be shared.

9.6: How will the school prepare my child for the transition to further education or employment?

N/A

10. Who can I contact to discuss my child? **10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?**

Contact your child's class teacher to arrange a meeting.

10.2: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

We can refer parents to services such as the Hungerford Family Centre and will seek to find relevant support for parents depending on their needs.

10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

The SENCo and Head Teacher can signpost services for parents.

10.4: What arrangements does the school have for feedback from parents, including compliments and complaints?

Each year, parents are invited to take part in a questionnaire which asks for their views about the schools.

In addition, see the Formal Complaints policy.

Quality checks

- DBS check

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