

CALTON

PRIMARY SCHOOL

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Special Educational Needs and Disability (SEND) Information Report

Calton Primary School Vision & Values	A nurturing inclusive learning community that enables everyone to be their best. Skills. Togetherness. Aspiration. Resilience. Success
What kinds of special needs are provided for in this school?	At Calton, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. This encompasses the four main areas of SEND. <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, mental and emotional health (including trauma) • Sensory and/or physical
How will my child be welcomed into the school? How will my child be supported to be part of the school?	We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and or Disability, whatever those needs may be so, that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem. Please view details of admission procedure into our school and our Local Offer - www.caltonprimary.co.uk
Where can I find out about what is available locally for me, my family or my child?	Gloucestershire Local Authority has published its own Local Offer which can be accessed by the link below. www.glosfamiliesdirectory.org.uk
Who will be involved with my child?	The School SENDCo, Nadia Wilson is responsible for: <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support/training for teachers and support staff in the school so they can help children with SEND in the school make the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Class Teacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCo as necessary.
- Writing children's My Plans/Plans+ and keeping them up to date.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom.

Head Teacher: Jane Barker-Doe

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

	<ul style="list-style-type: none"> • Head teachers will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met. • The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND <p><u>SEND Governor: Sarah Bennett</u> Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND. • Monitoring the effectiveness of SEND provision in the school. <p><u>Learning Partners (LPs) may be allocated to some pupils with SEND and or disabilities</u> A Learning Partner (LP) may be allocated to a pupil with exceptional special educational needs and/or disabilities. LPs can work in small groups or 1:1 depending on the needs to support the delivery of the curriculum and manage intervention programs.</p>																
<p>What additional support is there for my child?</p>	<p>We pride ourselves on being able to offer a wide range of support tailored to meets the needs of children with additional needs:</p> <table border="0"> <tr> <td>Sand play Therapy</td> <td>Trailblazers (Mental Health)</td> </tr> <tr> <td>Sand tray Therapy</td> <td>School Counsellor</td> </tr> <tr> <td>CBT – cognitive behaviour therapy</td> <td>Art Therapy</td> </tr> <tr> <td>VIG - Video Interaction Guidance</td> <td>Animal Therapies including :</td> </tr> <tr> <td>Nurture Room</td> <td>Equine</td> </tr> <tr> <td>Speech and Language Therapy</td> <td>Canine</td> </tr> <tr> <td>Fizzy</td> <td>Guinea Pigs</td> </tr> <tr> <td>Forest School</td> <td><u>This list is not exhaustive.</u></td> </tr> </table>	Sand play Therapy	Trailblazers (Mental Health)	Sand tray Therapy	School Counsellor	CBT – cognitive behaviour therapy	Art Therapy	VIG - Video Interaction Guidance	Animal Therapies including :	Nurture Room	Equine	Speech and Language Therapy	Canine	Fizzy	Guinea Pigs	Forest School	<u>This list is not exhaustive.</u>
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<p>How will teaching be adapted to meet the needs of my child?</p>	<p>All children receive Quality First Teaching. The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. Teaching will be adapted so that your child is fully involved in learning in class. This may involve using more practical learning, providing different resources adapted for your child, working in</p>																

	<p>smaller chunks, over teaching and pre-teaching. Adaptations to teaching will be led by the individual child's needs and recommendations from various specialists.</p> <p>All lessons are adapted to meet the needs of your child and the class. There may be times where your child would benefit from teaching in a smaller group, led by an adult focused on a specific target. All children are grouped for some key lessons such as Guided Reading, Read, Write Inc. and Intervall to support meeting their needs. Other lessons are mixed to encourage teamwork and collaborative working.</p>
<p>What extra-curricular activities can my child participate in?</p>	<p>We make sure activities outside the classroom and school trips are available to all.</p> <ul style="list-style-type: none"> • Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary. • Parents and carers are occasionally invited to accompany their child on a school trip if this ensures access. • After school clubs are available to all pupils. • Health and safety audits will be conducted as and when appropriate.
<p>How will my child be involved in their own learning?</p>	<p>Children are involved every day in their own learning. They are involved in the marking, editing and review process. Each lesson provides an opportunity for pupil voice, children are also encouraged to talk about their learning in pairs and small groups. Children's targets are discussed with them and they take ownership of them.</p>
<p>How will my child manage tests?</p>	<p>All SEND children will have their test needs met by determining which access arrangements best suit the needs of your child.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Different test room • Additional time • Having a scribe or reader • Tests on different coloured paper
<p>How accessible is your school?</p>	<ul style="list-style-type: none"> • Teachers adapt the classroom layouts to cater for children with Special needs and/or disabilities. • Alternative coloured paper and rulers are available for pupils and staff. • For children who benefit from the use of electronic equipment to aid their learning, such equipment as laptops, iPads are readily available • We have close links with Occupational Therapy and children who experience sensory difficulties appropriate equipment is purchased e.g. therabands, ear defenders

	<ul style="list-style-type: none"> • Writing slopes, pencil grips, alternative scissors (e.g. loop scissors) are readily available for children to use. • Some children receive more personalised resources such as visual timetables and checklists to help them access school easily.
What skills does the staff have to meet my child's needs?	<ul style="list-style-type: none"> • As a whole school we recognise that our staff come from a variety of backgrounds and hold many different skills and strengths. We work as a team to deploy staff where they will have the greatest impact on the children. • The school SENDCo is fully qualified and carries the NASENDCo award. • The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Attention Deficit Hyperactivity Disorder (ADHD) and trauma. • We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. • The school regularly audits the training staff have received.
How is behaviour managed?	<ul style="list-style-type: none"> • The school has a Relational Policy to cover behaviour management. • Children manage their own 'Zones of Regulation' in class to draw attention to their emotions. • All staff set clear expectations for behaviour. Children must know what is expected of them and why. • They must be able to see good models of behaviour from all adults. • Children are awarded Dojo points for positive behaviour, linked to the school values.
How will I know how well my child is doing?	<p>At Calton Primary School your child's progress is continually monitored by their class teacher, SENDCo and the Leadership Team. You may discuss your child's progress at any point in the year with a member of staff working with your child.</p> <ul style="list-style-type: none"> • The school conducts 2 parents' evenings a year • The school will send home 2 formal reports for your child each year. • Each term Teachers will assess and record children's' progress and record a level for reading, writing and numeracy.

	<ul style="list-style-type: none"> • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. • Children on the School SEND register will have a My Plan. This has targets set for your child and will be reviewed 3 times a year and sent to you. If your child has a My Assessment and a My Plan+ you will be invited to attend a meeting (3 times a year) in order for us to review and set new targets together. • The progress of children with an Educational Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education. • The Leadership Team and SENDCo will also check that your child is making good progress with any bespoke or specific individual or group work that they take part in.
What happens if I am worried about my child?	If you tell us you think your child has a SEND, we will discuss this with you and investigate – we will share with you what we find and agree with you what we will do next and what you can do to help your child.
How do you identify children who may have special needs? How do I get to know if my child has SEND?	At Calton Primary School if a child has an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting. If our staff think that your child has a SEND we will observe them, use various assessment tools to help pinpoint what is causing any difficulty (what is happening and why) and meet with you to discuss further strategies and support. We may also enlist specialist support from outside agencies such as ATs and an Educational Psychologist. Their findings will be reported back to you directly.
What happens if my child does have SEND?	The school follows the Graduated Pathway approach to your child's learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs. You can find out more about the Graduated Pathway at www.gloucestershire.gov.uk
How will it work?	Support for children with identified special needs starting at this school: <ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts

	<ul style="list-style-type: none"> • The SENDCo and/or your child's key worker may make a home visit or visit your child if they are attending another provision • We may suggest adaptations to the settling in period to help your child to settle more easily <p>Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:</p> <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. This is usually done by completing a My Assessment. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or visiting the nurture room. • A group or individual work with outside professional • Further assessment with other professionals when and if appropriate
<p>What if I think my child needs more help than the school can provide?</p>	<p>If you or the school believe that your child needs more support than the current provision set in place either you or the School can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) Local Offer.</p> <p>After you or the school has applied for a Statutory Assessment, the LA will decide whether they think your child's needs (as described in the paperwork provided), is significant enough to need</p>

	<p>to justify a full assessment. If this is the case they will ask all professionals involved with your child to write a report outlining your child's needs.</p> <p>After the Local Authority has collated all the necessary reports and evidence, it will decide if your child needs more support to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP will outline key targets for your child, recommend provision to meet those targets, state any additional funding available to support your child and how that funding should be used and what strategies must be put in place.</p> <p>The school will then use the EHCP as a guide to support you child at and make any necessary adaptations to school life.</p>
<p>What if the Local Authority says no?</p>	<p>If the LA decides not to issue an EHCP, they will write to you informing you of their decision. They will ask the school to review or continue with the support at the current level.</p>
<p>How will the school fund the support for my child?</p>	<p>The school budget, received from Gloucestershire Local Authority includes money for supporting children with SEND.</p> <ul style="list-style-type: none"> • The Head Teacher decide on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. • The Head Teachers and the SENDCo discuss all information they have about SEND in the school, including: <ul style="list-style-type: none"> • The current provision in place • The demand for more provision • The children who have been identified as not making as much progress as would be expected • Deciding what resources, training and support is needed
<p>How will the school help my child to manage transitions into the school, into a new class or on to a different school?</p>	<p>We recognise that transitions can be difficult for any child and we take steps to ensure that any transition is a smooth as possible.</p> <p><u>If your child is moving to another school (and we are notified):</u></p> <ul style="list-style-type: none"> • We will contact the school SENDCo and ensure that they know about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. • We can support 'transition days' by attending with your child to the new school. • We can also create social stories and little books with pictures and information from their new school.

When moving classes in school:

- Information will be passed on to the new class teacher **IN ADVANCE** and in most cases, a planning meeting will take place with the new teacher.
- All Provision: My Plans, My Assessment and My Plan+, EHCP will be shared with the new teacher.
- Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
- All children receive a 'transition day' when moving to the next year group. If your child requires more 'transition days' we can organise this.
- All class teachers create a 'move up' PowerPoint for children to access and view at home. This includes the new teacher introducing themselves and gives the children an idea of what to expect.
- Little books or social stories can be made containing photographs of the child's new teachers, classroom, etc. for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.

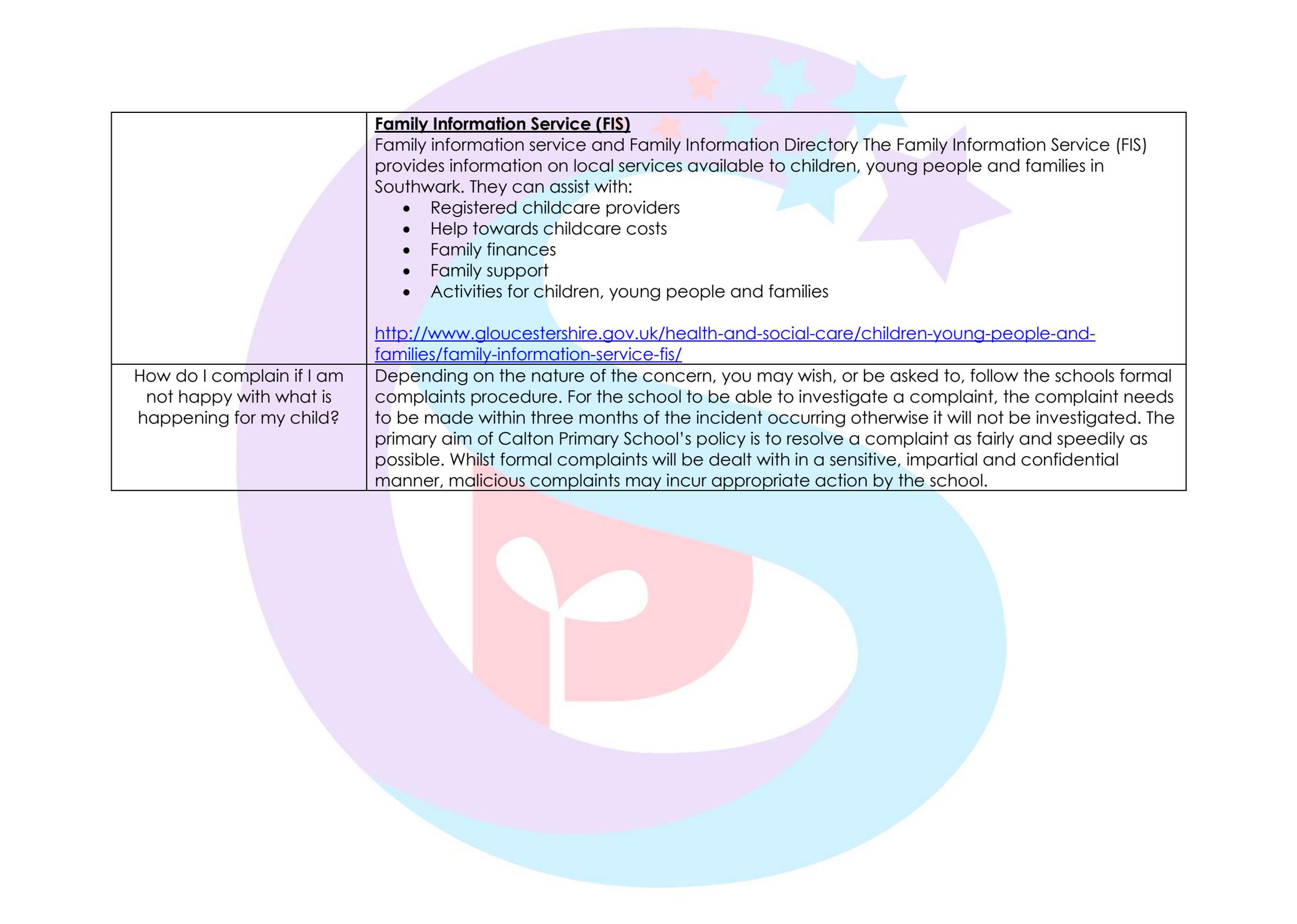
When moving into Calton Primary School during the academic year (with notice):

- We will meet with you and your child to discuss their needs and decide how to best transition into our school.
- We will liaise with previous school SENDCo to discuss the provision and obtain records from external agencies.
- Organise a TAC meeting six weeks after starting to discuss the transition and ongoing support.

Moving to Year 7:

- We encourage parents to attend open days at other schools.
- We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
- The SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and the specialist session for SEND students as appropriate.

	<ul style="list-style-type: none"> • Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead. • Secondary School support workers are invited into school. • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
<p>Where can I or my child get further help, information and support?</p>	<p>There are a number of local and national services designed to support parents and carers on many SEND areas. Here are some of the popular services in Gloucestershire:</p> <p><u>Gloucestershire SENDIASS:</u> Gloucestershire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS, formerly Parent Partnership Service) Gloucestershire SENDIASS is the Information, Advice and Support Service for parents in Gloucestershire, whose children or young people have special educational needs (SEN) or disabilities. They help with matters relating to those SEN or disabilities, including matters relating to health and social care. This support can include:</p> <ul style="list-style-type: none"> • Answering questions on a range of issues including bullying at school, support for your child, reasonable adjustments the school could make and many other issues • Individual casework and representation for those that need. This can include support attending meetings, contributing to assessments and reviews, and participating in decisions about outcomes for the child or young person. • They also offer signposting to other services relating to preparing for adulthood, housing support, careers advice and employment support • Help when things go wrong including: <ul style="list-style-type: none"> • Arranging or attending early disagreement resolution meetings • Managing mediation, appeals to first tier tribunal, exclusions and complaints on matters related to SEN and disability • Raising awareness of the LA's services for resolving disagreements and for mediation and on the routes of appeal and complaint on matters related to SEN and disability. <p>The service is impartial, confidential and free. It works closely with our Carers Advisers and Gloucestershire Parent Carer Network.</p>



	<p>Family Information Service (FIS)</p> <p>Family information service and Family Information Directory The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:</p> <ul style="list-style-type: none"> • Registered childcare providers • Help towards childcare costs • Family finances • Family support • Activities for children, young people and families <p>http://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/family-information-service-fis/</p>
<p>How do I complain if I am not happy with what is happening for my child?</p>	<p>Depending on the nature of the concern, you may wish, or be asked to, follow the schools formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The primary aim of Calton Primary School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.</p>