CALTON PRIMARY SCHOOL
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SEND Information Report ***(Special Educational Needs and Disability (SEND) Information Report)***	
Calton Primary School Mission Statement	We are all **Confident People Shining**; developing **SKILLS** for life, supporting each other in our **TEAM**, **ACHIEVE**ing our best and always showing **RESPECT** because **SUCCESS**ful learners are the **STARS** at Calton Primary School.
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. • Communication and interaction • Cognition and learning • Social, mental and emotional health • 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. 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?	**SENDCO: Anna Jones, Nadia Wilson** – SEND overseen by Jane Barker-Doe (Deputy Headteacher) Responsible for:

	• 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 for teachers and support staff in the school so they can help children with SEND in the school achieve 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 Provision and My 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 and for all the pupils they teach with any SEND. **Headteacher and Deputy Headteacher: Sarah Bunce and Jane Barker-Doe**

	Responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEND. • The Deputy Headteacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met. • The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND **<u>SEND Governor: Sue Shaw</u>** Responsible for: • 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. **<u>A Teaching assistant (TA) may be allocated to some pupils with SEND and or disabilities</u>** A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.
What additional support is there for my child?	This list is not exhaustive. We pride ourselves on being able to offer a wide range of support tailored to meets the needs of children with additional needs: Sand play Therapy Sand tray Therapy CBT – cognitive behaviour therapy VIG - Video Interaction Guidance Nurture Room Speech and Language Therapy Fizzy Forest Schools
How will teaching be	All children receive class teacher input via good and outstanding classroom teaching:

adapted to meet the needs of my child?	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. Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. All lessons are differentiated to meet the needs of your child and the class. Grouping of ability, mixed and independent work is used to support all pupils. Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.
What extra-curricular activities can my child participate in?	We make sure activities outside the classroom and school trips are available to all. • 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 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.
How will my child be involved in their own learning?	Children are involved every day in their own learning. They are involved in the marking of their own and their classmates work. The children are encouraged to talk about their learning in pairs and small groups. Children's targets are discussed with them and they take ownership of them.
How will my child manage tests?	All SEND children will have their tests needs met by determining which access arrangements best suit the needs of your child. This may include: • Different test room • Additional time • Having a scribe • Tests on different coloured paper
How accessible is your school?	• 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 with dyslexia. • 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

	• Writing slops, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.
What skills do the staff have to meet my child's needs?	The SENDCO's job is to support the class teacher in planning for children with SEND. • 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 dyslexia. • 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.
How is behaviour managed?	• Behaviour in school is based on a solar system approach. 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 Calton Credits for positive behaviour and this links in with the school shop where children can use their credits for purchasing items or they can save for experiences e.g. picnic in the park, Wii challenge.
How will I know how well my child is doing?	At Calton Primary School your child's progress is continually monitored by their class teacher, SENDCO and the Leadership Team. Their progress is reviewed every half term and a National Curriculum level given in reading, writing, numeracy. • If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. • 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 they are the results that 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 a statement of SEND/ EHC Plan 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 individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: • WoW book • Home and School Partnership book • Parents evenings • Additional meetings as required • Reports
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 when children have 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; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.
What happens if my child does have SEND?	The school will follow a graduated 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.
How will it work?	Support for children with identified special needs starting at this school: • 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 • 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 Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups: • 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. The specialist professional will work with your child to understand their needs and make recommendations, which may include: • 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
What if I think my child needs more help than the school can provide?	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) based Local Offer. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. This may be used to support your child with whole class learning, individual programmes or small

	groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP. We may be able to offer in-house programs like: Speech and Language Therapy Nurture groups through pastoral care We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.
What if the Local Authority says no?	If the LA decides not to issue an EHCP, hey 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.

How will the school fund the support for my child?	The school budget, received from Gloucestershire Local Authority includes money for supporting children with SEND.
	• The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
	• The Deputy Headteacher and SENDco discuss all information they have about SEND on 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
	  • Deciding what resources, training and support is needed
	• All resources, training and support are reviewed regularly and changes made as needed.

How will the school help my child to manage transitions into the school, into a new class or on to a different school?	We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is a smooth as possible. **<u>If your child is moving to another school:</u>** • 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. **<u>When moving classes in school:</u>** • 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. • Books 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: • 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. **In Year 6:** • 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. • 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.
Where can I or my child get further help, information and support?	There are a number of local and national services designed to support parents and carers on man SEND areas. Here are some of the popular services in Gloucestershire: **Gloucestershire SENDIASS:** 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: • 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 it including: a. Support attending meetings, contributing to assessments and reviews, and participating in decisions about outcomes for the child or young person b. Signposting to other services relating to preparing for adulthood, housing support, careers advice and employment support • Help when things go wrong including: 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. The service is impartial, confidential and free. It works closely with our Carers Advisers and Gloucestershire Parent Carer Network. **<u>Family Information Service (FIS)</u>** 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: • Registered childcare providers • Help towards childcare costs • Family finances • Family support • Activities for children, young people and families

	http://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/family-information-service-fis/
How do I complain if I am not happy with what is happening for my child?	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 prime 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.