

Calton Primary School
'Confident People Shining at School'
SEND Local Offer

At Calton Primary School we believe it is important to provide a broad and well- balanced curriculum for all our pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible schooling experience in preparing them for life-long learning opportunities. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers, professionals and most importantly listening to our pupils.

<p>How does Calton Primary know and identify children who have special educational needs and disabilities (SEND)?</p>	<p>At Calton we use a variety of strategies to assess if a child has Special Educational Needs and Disabilities. We regularly carry out observations and assessments which are completed by Teachers and Teaching Assistants and other members of staff to assess the needs of our children. We also value your concerns, if you, as a parent/ carer, have any issues regarding your child. Sometimes we require further support and advice so we will contact external services for example, Advisory Teaching Service (ATS), Speech and Language Therapists (SALT), Educational Psychologists, Occupational Therapists, Physiotherapists and Paediatricians.</p>
<p>What are the first steps our school will take if special educational needs are identified?</p>	<p>Staff within our school are encouraged to express their concerns regarding any child, who they believe, may have Special Educational Needs and Disabilities. Alongside this our Special needs and disability co-ordinator (SENDCo) closely monitors data and information produced to identify children who may need additional support. These concerns will initiate various observations, conversations with both the Class Teacher and the SENDCo. From this the Class Teacher, SENDCo and other members of staff will work together to provide appropriate interventions or targets whereby your child would receive additional support either in or outside the classroom environment. These interventions are delivered by Teaching Assistants (TAs) and Teachers.</p>
<p>What should parents/ carers do if they think that their child has SEND?</p> <p>How can they raise concerns?</p>	<p>If you have any concerns about your child's progress or wellbeing at school, you should initially talk to your child's class teacher or the Family Support Worker, Mrs Stella Smithson.</p> <p>If you require further information, you should speak to our SEND Lead Deputy Head Mrs Jane Barker-Doe.</p>
<p>How will our school include parents and students in planning support? And how will I know how my child is doing?</p>	<p>At Calton, we value our partnership with parents and always try to ensure that we are approachable, which is why we adopt an open door policy. This means that parents are able to speak with members of staff at a mutually convenient time to discuss how your child is doing, as well as how to support your child both at home and school.</p> <p>If your child receives additional support from external providers then the reports will be sent home and the recommendations will be actioned in school accordingly. However, should you have any concerns or queries then you can make an appointment to discuss these with the SENDCo.</p> <p>If your child has a 'My Plan', 'My Assessment', 'My Plan +' or an 'EHCP' (Educational Health Care Plan) then these documents and targets will be reviewed throughout the year where we will be setting new targets and evaluating previous targets, which have been set. You will be invited to be part of this target setting process and may be invited to a meeting called a Team around the Child (TAC) meeting. This is where all the professionals that work with your child, as well as yourself, get together to discuss the progress your child has made. Also in these meetings priorities for the up and coming months will be discussed and new targets agreed.</p>

<p>How will our school teach and support children with SEND? Will the curriculum meet my child's needs?</p>	<p>All children at Calton Primary School receive “Quality First Teaching”, by the their Class Teacher:</p> <ul style="list-style-type: none"> • This will ensure high expectations enabling children to meet their full potential within a creative and enhanced learning environment • Teaching will build upon their prior learning experiences. • The Class Teacher will provide a range of teaching styles and resources, which may be recommended by the SENDCo or external agencies. <p>Targeted group work can also occur either within the classroom, or in a designated break out learning area or intervention rooms.</p> <ul style="list-style-type: none"> • This targeted group work is run by Teachers or TA's who have had specific training for the interventions they are delivering. • This targeted group work will be planned and evaluated by the class teacher and Teacher/TA leading the targeted group work. • The progress of these children will be carefully monitored by the Class teacher and SENDCo. <p>Individual support or group support from outside agencies, such as the speech and language therapist, will be provided where appropriate and when it matches the child's needs.</p> <ul style="list-style-type: none"> • Referrals to outside support are only made if quality first teaching and targeted support are not making the impact we desire. We refer to these services when more specialist support is needed. • Referrals to outside agencies will first be discussed with parents/guardians before they are made. Together we will decide whether it is appropriate, and how these agencies will support your child with their further progress. • Outside professionals may work 1-1 with an individual on their individual targets, may provide advice for in class intervention or set up and support a member of staff in running a targeted group. • All advice issued to support your child's progress will be shared with you through either a meeting with the professional, or a report issued by the professional themselves. <p>Specific individual support for children's needs is catered for through an Educational Health Care Plan (EHCP). This replaces the previous Statement of need.</p> <ul style="list-style-type: none"> • The school together with the parent/carer can make a request to the Local Authority to undertake an assessment of your child's needs. This is a legal process, which may take around 20 weeks, where we provide evidence and reports, which outlines the support your child receives. • From the reports and evidence provided the Local Authority will decide if your child's SEND needs are severe, complex or lifelong. • If the Local Authority decide that your child's SEND needs are severe, complex or lifelong then a draft EHCP will be written and a TAC meeting called to discuss if the plan provides appropriate provision for your child's needs. Changes to the EHCP can be made at this point. It will then be taken to panel where a decision will be made on what funding the plan needs to be delivered successfully. • Within an approved EHCP, it will outline the funding that the
--	---

	<p>Local Authority will provide to support the school in catering for your Child's needs. This funding may be used for individual or group work, depending on your child's needs.</p> <ul style="list-style-type: none"> • It will also indicate what strategies must be in place for your child to make progress towards achieving their long and short term outcomes. • These outcomes will be reviewed annually. The school will call yourselves and other professionals to a meeting to discuss your child's progress against the outcomes. We will also discuss priorities moving forward and set new outcomes for the following year. • However if your child's needs are not deemed in need of an EHCP, then the school will continue to provide support for your child to ensure that learning and progress is still being made. <p>Further information about EHCPs' can be found at: http://www.gloucestershire.gov.uk/schoolsnet/sencospot</p>
<p>How have we made our school accessible to children with SEND?</p>	<p>Calton Primary is an inclusive school that provide equal opportunities for all. Our school is accessible to children and adults with physical disabilities via ramps, with accessible toilets in both the Rainbow and Gems building along with a hygiene suite in the Alloy Building.</p> <p>We ensure that both equipment and resources are easily accessible to all children regardless of their needs.</p> <p>All children are provided with the opportunity to participate in our extra-curricular activities and additional support is available where applicable.</p> <p>To accompany this all children are given the opportunity to attend school trips, with provision adapted to ensure all children have access to the same experiences.</p> <p>We also comply with the Equality Act and further information can be acquired via the Accessibility and Equal Opportunities as described in the SEND policy. Also our accessibility plan can be located on the school website.</p>
<p>Who will be working with your child?</p>	<p>Children will be working with the Class Teacher and Teaching Assistants on a daily basis.</p> <p>Children may also work with our:</p> <ul style="list-style-type: none"> • Thrive Team, • Attendance Officer, • Advisory Teaching Service, • Educational Psychologists, • School Nurse, • Occupational Therapists, • Speech and Language Therapists, • Paediatricians/GP's • Children and young People's Service • Plus any other specialist outside agency that can support your child's specific needs e.g. physiotherapist.
<p>How are the teachers in school helped to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> • All members of our school staff have the opportunity to improve their teaching and learning which is being delivered to our children; this includes those children with SEND. • We provide in-house training and the opportunity to attend external training courses to help develop the Continuing Professional Development of our staff. • With this, the training is then disseminated via staff meetings to

	<p>ensure that there is a consistent approach across the school when delivering the curriculum and learning experiences to all children, especially children with SEND.</p> <p>Training for our staff takes place regularly. If you would like more information about what training has recently taken place or any up and coming training, please contact our SENDCo or Head Teacher.</p>
<p>How does our school provide support to improve the emotional and social developments of our SEND pupils?</p>	<p>At Calton, we have a fantastic Thrive Team, through whom children, parents/carers can gain support, advice and information about any concerns they may have.</p> <p>Within the Thrive Team is the capacity to offer:</p> <ul style="list-style-type: none"> • A 'Nurture Group' in our Silver Room, • Various social skills groups, lunchtime support, • Forest school experience, • 'The Loft' where we offer a mentoring facility • Sand play interventions and therapy <p>Other interventions can be sourced and arranged as applicable.</p> <p>We also have nominated members of staff, who are first aid trained.</p> <p><i>(In our local offer we have put how we cannot administer medication unless there's a medical need. I'm not sure on Calton's policy on this.)</i></p> <p>We also do not tolerate bullying and will adhere tightly to our policy upon this. This can be found on our website.</p>
<p>How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?</p>	<ul style="list-style-type: none"> • Our interventions are evaluated by the staff who are leading the interventions, alongside the class teacher. • These intervention provision maps are also monitored by our phase leaders and SENDCo. • We have termly meetings with teachers to discuss the progress of each child. • We use the School Pupil Tracker Online system is used to record, monitor and analyse interventions and individual progress in reading, writing, mathematics and many other areas of the curriculum. • If your child has a My Plan and My Assessment/My Plan +, reviews are held at least three times per year. • If your child has an EHCP then an Annual Review will occur to review the needs of your child • There may be occasions, where an interim review is held part way through the academic year, as the needs of the child may have changed. • Information is also shared during our parent/carer consultation meetings held twice a year and through our interim and annual school reports.
<p>How do we arrange and support SEND children when transferring to another school/ educational setting?</p>	<p>Change is difficult for children with SEND so we aim to make transitions as smooth and as easy as possible.</p> <p>Moving to another school:</p> <ul style="list-style-type: none"> • If your child is moving to another school we will liaise with the school's SENDCo and ensure they are aware of any special arrangements or provision that your child may require. • We will also ensure that they will receive all documentation about your child and their needs.

	<p>In School transitions:</p> <ul style="list-style-type: none"> • All information will be passed onto the new Class Teacher and regular discussions occur between your child's current and new teacher. • Some children are provided with transition stories to help familiarise themselves with the new changes to their routine, adults and classroom environment. • All children take part in a transition day towards the end of the academic year. • Some children may require additional visits to their new learning environment and this is planned for where applicable. <p>Year 6 transition:</p> <ul style="list-style-type: none"> • When children are preparing for secondary school, the SENDCo liaises with the secondary schools, along with the Class Teachers and Thrive Team where we discuss the specific needs of your child with the SENDCo from their allocated secondary school. • Children are also invited to attend transition days at their new secondary school, where they will meet new staff and participate in various activities. • Sometimes your child may require additional support with their transition. We will arrange additional visits where applicable, to enable your child to familiarise themselves with the daily routine of their chosen secondary school.
<p>Where can you find our SEND policy and what is the role of the SEND Governor?</p>	<p>Ms Sue Shaw is our dedicated SEND Governor.</p> <p>The DfE's Handbook for Governors can be viewed: www.gov.uk/government/publications/governors-handbook</p> <ul style="list-style-type: none"> • The SEND Governor informs the Governing Body on all aspects of SEND within the school to ensure that SEND work is valued and well-supported in the school. • The SEND Governor liaises with the SENDCo regularly to ensure that the progress of learners with SEND is closely monitored through reviewing and understanding data, familiarising themselves with the SEND systems and practices within our school. <p>Please refer to our school website: www.caltonprimary.co.uk to review our SEND Policy.</p>
<p>What to do if you need advice or require clarification?</p>	<p>Firstly, you can always liaise with your child's class teacher, The SEND lead, Mrs Jane Barker-Doe (Deputy Head) and Mrs Sarah Bunce (Head Teacher). However any member of our staff will be happy to help where possible or will direct you to the appropriate member of staff.</p> <p>Should you wish to discuss your concerns further after you have spoken with the Head Teacher then a meeting can be arranged for you with Mrs Jane Arkell, who is our Chair of Governors.</p>
<p>Who can you contact for further information?</p>	<p>You can find further information by following the links below:</p> <p>Gloucestershire County Council: www.gloucestershire.gov.uk</p> <p>Glos Families Directory: www.glosfamiliesdirectory.org.uk</p>

The Families Information Service (FIS): www.gloucestershire.gov.uk/fis

SEND Information, Advice Support Service (SENDIASS):
www.sendiass.glos.org.uk

The Local Offer: www.gloucestershire.gov.uk/localoffer

