

Calow Church of England (V.C.) Primary School **SEND Information Report**

Government legislation requires all schools to publish a report called the SEND Information Report (clause 65 of the SEN Code of Practice 2014).

Our School and SEND provision

Calow Church of England Primary School is a smaller than average mainstream Primary School.

At Calow Primary School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.

The Special Educational Needs Coordinator

Mrs E. McDonald is our Special Educational Needs Co-ordinator (SENCo). Mrs McDonald can be contacted through the school office on 01246 274370 or info@calow.derbyshire.sch.uk

Identification and assessment of pupils with Special Educational Needs and Disabilities

15.1% of the pupils on roll are on the SEND register. 13.7% of pupils on roll are supported at the SEN support level and 1.4% have a statement or an Education and Health Care Plan (EHC).

Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways:

- The use of school's data tracking identifies pupils who are not making expected progress or are not on track to achieve their targets.
- Concerns voiced by parent or member of staff.
- Pupils may join us with outside agencies already involved.

Calow Primary School has excellent links with outside agencies including the School Doctor, Educational Psychology, Behaviour Support, Physiotherapy, Occupational Therapy, Speech Therapy, Autism Outreach, Support Service for Special Educational Needs and Support Service for children with physical, visual and sensory impairments. The SENCo makes referrals to these outside agencies as needed.

Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and intervention monitoring. Children tracking below expected levels or making less than expected progress are identified and intervention put in place. The School has developed a Tiered Approach whereby all pupils are tracked against the levels of support needed in their learning. This is updated termly and interventions are put into place to support pupils to as necessary.

Provision for pupils with Special Educational Needs and Disabilities

a) The effectiveness of provision for pupils with SEND

Calow Primary School reviews the provision each term using the Ofsted framework for self- evaluation. This includes scrutiny of-

1. Pupil achievement
2. Behaviour and safety
3. Leadership and management
4. Quality of teaching

Governors are involved in this process and receive regular reports. All pupils who access an intervention are monitored closely and entrance and exit assessments are carried out using different assessment packages. The increase in attainment is analysed to ascertain whether the progress made on these intervention is below expected, expected or better than expected.

b) Arrangements for assessing and reviewing the progress of pupils with SEND

Assessments are carried out each term to analyse the level that each pupil is attaining. Termly Pupil Progress Review meetings look in detail at the progress made in all areas by pupils with SEND.

Parents are involved in the review process at least 3 times a year at IEP (Individual Education Profile) review meetings and parents evenings. At IEP meetings a number of targets are set and ways parents can help at home are discussed.

At the end of each academic year a written report is sent to parents detailing progress. The SENCo and class teacher are available for appointments to discuss progress at any other time during the year.

c) Approach to teaching pupils with Special Educational Needs and Disabilities

All pupils on the SEND register have an Individual Education Plan detailing their next steps and strategies to address these next steps. All pupils with SEND receive high quality first teaching (carefully differentiated work within the classroom). Carefully matched interventions enhance this teaching. Pupils may be taught as part of a class, in a small group or individually depending on the activity. School staff are supported by outside agencies regarding strategies best matched to teach specific pupils.

d) Adaptation of the curriculum and learning environment for pupils with Special Educational Needs and Disabilities

The curriculum is currently being reviewed in line with the new regulations. It is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.

The school planning policy stresses the importance of planning for assessment and differentiation at both the medium and short-term stages. We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach.

The in class support provided by teaching assistants, SSEN (Support Service Special Educational Needs) and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.

Differentiation is provided in a range of ways, depending upon which is most appropriate, and will include but is not limited to; differentiation by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources or by outcome.

Being a single storey building all areas are accessible. The Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access.

e) Additional support for learning

The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with a statement or EHCP and pupils without. The allocation is made by the Head

Teacher and Governors on the basis of need in school. The funding is used to purchase classroom support and resources.

The school will request an Education, Health and Care Plan from the local authority when, despite an individualised programme of sustained intervention SEN support the pupil remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency.

An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.

f) Activities available to pupils with Special Educational Needs and Disabilities

All extra-curricular activities (including lunch time clubs) are available to all children and will be suitably differentiated and supported to ensure access for all.

All educational visits (including residential visits) are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. Teachers work closely with parents before visits to discuss specific needs of each pupil with SEND.

No pupil is removed from activities at Calow Primary unless due to the request of parents or carers.

g) Support available for improving the emotional and social development of pupils with SEND

We have a robust safeguarding policy and protocol in place. Pupil's health and well-being is paramount.

The Co-operative skills group and Individual Mentoring is a short-term intervention, which addresses barriers to learning arising from social, emotional or behavioural difficulties. The Boxall Assessment materials are used to assess and guide provision for these pupils.

Personal care is conducted discreetly, with dignity and fostering independence where possible. An Intimate Care Procedure is followed in line with policy and developed by staff, parents and pupils on an individual basis based on specific needs.

The expertise and training of staff in relation to pupils with SEND

The SENCo supports class teachers in planning for pupils with SEND.

The school provides training and support to enable all staff to improve teaching and learning of pupils, including those with Special Educational Needs and Disabilities. Outside agencies such as Autism Outreach, Educational Psychology and Behaviour Support have provided training sessions for staff.

Teachers and Teaching assistants have a range of expertise in a variety of specialised areas including Autism, Dyslexia and Makaton.

The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils.

Accessibility for pupils with SEND

Calow Primary School is a single storey building that is accessible to all.

There are disabled toilets and changing facilities are available.

The equipment used in school is accessible to all pupils regardless of need. For further details please see the Accessibility Plan.

Consulting and involving parents

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education – meetings at least termly in the form of IEP meetings and parent consultations
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Direct contact with the SENCo
- Providing all information in an accessible way

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services and any other support services they could access.

Consulting with pupils about their Special Educational Needs and Disabilities

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEN are invited to participate in:

- IEP reviews and setting IEP targets
- Regular meetings with named adults
- Working with adults in small groups and one-to-one sessions
- Annual reviews

Concerns about the provision for pupils with SEND

We encourage parents to contact their child's class teacher with any concerns. If concerns remain we ask parents to contact the Headteacher and SENCo. In the unlikely event that a concern is not resolved parents are asked to contact the Chair of Governors.

Outside agencies involved with pupils with SEND

At Calow Primary we receive support from

- Educational Psychology

- Behaviour Support Services
- Support Service for visual, physical and hearing impairments
- Support Service for Special Educational Needs
- Autism Outreach
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Community Paediatrics
- Clinical Paediatrics
- Social and Communication Disorders Clinic
- Child and Adolescent Mental Health Services
- Integrated Pathways

Arrangements for supporting pupils with SEND in transferring between phases of education

We recognise that transition can be difficult for a child with SEND. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We make sure all records are passed on.

We will support your child during visits to their new school wherever possible.

When moving classes in school information will be passed onto the new class teacher in advance and a transition meeting will take place between the current and new class teachers. Children will have the opportunity to visit their new class and meet their new teacher. Some children will have additional visits when necessary. Some pupils will benefit from transition materials to take home with them over the summer.

We are working to develop links with our local Secondary Schools. The Year 6 and 7 staff meet to discuss all children who will be transferring. The SENCo discusses with appropriate Secondary School staff the children who are transferring and who have special educational needs. All school records are sent to ensure that new staff is as informed as possible about a child's special educational needs and disabilities.

Support for parents of pupils with Special Educational Needs and Disabilities

Your child's class teacher and the SENCo are always available to discuss your child's needs and progress.

All outside agencies will contact parents to keep them informed of their involvement.

Derbyshire Information, Advice and Support Service for SEND

This is a free, impartial service that provides support, guidance and information to parents and carers of children and young people who have special educational needs and disabilities.

Tel: 01629 533668

email: ias.service@derbyshire.gov.uk

Derbyshire's Local Offer

This will be available on the Derbyshire County Council's website.

Updated – December 2016