



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). We update this yearly and it can be found on our school website.

Our School and SEND provision

At Calow, our core values are respect, resilience, honesty, caring and cooperation. We look to challenge, inspire and enable each child to stretch the boundaries of what they think they can achieve. We provide our pupils with a safe, secure environment in which to learn, grow and flourish, and their welfare is paramount.

Calow is a fully inclusive mainstream primary school. We want all of our children to feel successful, happy and healthy, and to see life as an adventure, full of opportunities for taking and giving. We are committed to the equality of opportunity and the provision of the highest standard of education for all our children regardless of their gender, ethnicity, social background, religion, physical ability or Special Educational Needs.

The broad areas of Special Educational Needs provided for at Calow Primary School are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These areas are detailed in the SEND Code of Practice, 2014 (Pg.86)

The Special Educational Needs Coordinator and SEND Policy

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

Calow Primary School's SEND Policy gives information about how provision is made for children with SEND. This is available from the school office. If you would like to discuss our SEND provision please contact Mrs McDonald.

Identification and assessment of pupils with Special Educational Needs and Disabilities

The Code of Practice 2014 defines SEN as;

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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

At Calow Primary 14.5% of the pupils on roll are currently on the SEND register and have been recognised as requiring provision that is different and additional to peers. 13.5% of pupils on roll are supported at the SEN support level (1% of these have GRIP funding) and 1% have an Education Health Care Plan (EHC).

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

- Where progress is significantly slower than that of peers, or fails to match their previous rates of progress
- Where high quality teaching targeted at specific area of difficulty has had little impact on progress
- The school's data tracking identifies pupils who are not making expected progress or are not on track to achieve their targets
- Specific concerns voiced by parent or member of staff
- Information shared with us from outside agencies

We understand that there may be many reasons for a child to be working below age-related expectations, or for their progress not to follow a linear trajectory. These may include absences, a change in school or area, difficulties with speaking English, home circumstances, or worries that distract from learning. We recognise that these children are vulnerable, and the school provides additional support to meet their identified needs. This does not mean that these children necessarily have SEND.

Children not working in line with year group expectations or that are 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.

Only those pupils requiring special educational provision linked with the four broad areas of need within the Special Needs Code of Practice will be identified as having SEND. Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and the Provision Management system.



**Calow Church of England School
Learning Support Tiered Approach**

	Who	What	Action
Universal Entitlement	Teachers and Teaching Assistants	Rich varied Curriculum. Differentiation at all levels to match ability and learning styles. Time to practice fluency and mastery.	To make at least good progress.
Level 1	Teachers and Teaching Assistants	Work with parents, support staff and pupil to diminish gap/barrier. Teacher seeks advice from others through the use of Achievement team meetings.	To diminish the gap and quickly through class based support strategies. To gather evidence of progress. To gather evidence of specific difficulty or cause for concern.
Level 2	Teachers, Teaching Assistants and SENCo	SENCo works with child to identify specific issues. Specific interventions may be used if child fits criteria.	Issues will be identified and evidence of learning difficulty will be provided. To provide additional support through intervention.
Level 3	Teachers, Teaching Assistants, SENCo and Local Authority and outside agencies	Staff work with Outside agencies (List)	Seek advice, follow specific interventions through enhanced provision. Identify on SEND register.
Level 4	Teachers, Teaching Assistants, SENCo, SEND team Local Authority and outside agencies	GRIP Funding or EHCP to personalised provision against specific measured outcomes	Guaranteed support in class through secured additional funding. Clear transition planning for pupil involving parents.



**Calow Church of England School
Pastoral Support Tiered Approach**

	Who	What	Action
Universal Entitlement	Teachers and Teaching Assistants	Promoting school values (eg. positive role models) Promoting establishing routines Timetable communicated Learning styles reflected at time of planning	To make at least good progress.
Level 1	Teachers and Teaching Assistants	SaFS log Working with parents Achievement Team Meetings SaFS Meetings Self-esteem chart	To diminish the gap and quickly through class based support strategies. To gather evidence of progress. To gather evidence of specific difficulty or cause for concern.
Level 2	Teachers, Teaching Assistants and SENCo	Mentoring sessions Home school contact book Personalised routines Target values chart	Issues will be identified and evidence of learning or SEMH difficulty will be provided. To provide additional support through intervention.
Level 3	Teachers, Teaching Assistants, SENCo and Local Authority and outside agencies	1 to 1 personalised meet and greet Safe place (work station) Personalised care Risk assessment IEP Involvement of outside agencies	Seek advice, follow specific interventions through enhanced provision. Identify on SEND register.
Level 4	Teachers, Teaching Assistants, SENCo, SEND team Local Authority and outside agencies	Level 3 strategies (above) Personalised support	Guaranteed support in class through secured additional funding Clear transition planning for pupil involving parents.

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 looking at; Pupil Achievement, Behaviour and Safety, Leadership and Management and Quality of Teaching. Governors are involved in this process and receive regular reports. There is a specified link Governor for SEND (Gabbie Pattison).

The interventions that are used are carefully selected and proven to make a difference for most pupils. All pupils who access an intervention are monitored closely and entrance and exit assessments are carried out using different assessment packages. The progress is analysed as below expected, expected or better than expected. Regular reviews take place to look at the impact of the interventions. If the progress is less than anticipated then adjustments will be made as part of the plan, do and review cycle.

Where difficulties persist, advice from outside agencies will be sought, including the School Doctor, School Nurse, 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 seeks advice and makes referrals to these outside agencies as necessary with the consent of parents.

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

Children are assessed daily against learning intentions or specific targets. Formal 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 Learning Conferences. At IEP meetings support strategies and provision are reviewed 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

Class teachers ensure that they are supporting their SEND pupils in class using a range of strategies:

- All pupils with SEND receive high quality first teaching (carefully differentiated work within the classroom).
- All pupils on the SEND register have an Individual Education Profile detailing specific teaching strategies and adjustments to support them in their learning in class
- Carefully matched interventions enhance teaching through individualised or group provision lead by the teacher or teaching assistant
- School staff are supported by out of school specialists such as the Autism outreach teacher, Speech and Language Therapists, SSEN teacher and Educational Psychologist regarding strategies best matched to teach specific pupils.
- Children's whose needs are severe, complex and lifelong have specified individualised support. This means that these pupils have been identified by professionals as needing a particularly high level of individual or small group teaching. They will also need specialist professional support in school.

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

The curriculum 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.

In planning to maximise learning, staff aim to provide work that is accessible to all and challenges pupils at their own stage of understanding and development.

The support provided in class 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 minimise the impact on their access to a broad range of curriculum activities.

Adjustments to the learning process are made through various means, including: scaffolding; differentiated tasks; ability grouping; adult support; allocation of appropriate resources; outcome; sensory support.

Safeguarding is at the heart of all we do, and always takes into account of any additional needs. All areas are accessible and we have two easy access toilets. The Accessibility Plan is regularly reviewed, and details improvements to be made and standards to be maintained to ensure quality of access.

e) Additional support for learning

The school works on an “assess, plan, do and review” model when providing provision to pupils that is different from or additional to high quality classroom teaching.

Assess – gather information from assessments, class teachers, parents and pupils.

Plan- barriers are identified, outcomes are identified and the support/provision is outlined on the Provision Map.

Do – the plan is carried out

Review – the impact is measured and adjustments are made to the provision. All parties are involved including the teacher, SENCO, parents and pupils. The information feeds into the next cycle. Progress is reviewed continually by teachers and teaching assistants and half termly reviews take place through pupil progress meetings.

While most pupils needs are met through the model above, 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.

Some of our interventions are listed below;

- ECaT
- Lego Therapy
- Mentoring for individual pupils
- Precision teaching – English and Maths (Plus 1 series)
- Talkboost
- Physical Literacy
- Bespoke Literacy and Maths programmes
- Nurture Group

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.

Nurture provision and individual mentoring are bespoke interventions, which address barriers to learning arising from social, emotional or behavioural difficulties. The Boxall Assessment materials are used to assess and guide provision for some pupils. We also seek support from various outside agencies including: Educational Psychologist, Behaviour Support and CAMHs.

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

Training needs are continually identified and addressed.

The school provides training and support to enable all staff to improve teaching and learning of all 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. Staff are encouraged to reflect upon and share good practice in forums and in-house training sessions.

Teachers and Teaching assistants have a range of expertise in a variety of specialised areas including Autism, Behaviour and Makaton. Staff work closely with specialists from outside agencies who may provide advice or direct support.

The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils. The SENCo supports class teachers in planning for pupils with SEND.

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 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 (DIAS) 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:

- Learning Conferences, IEP reviews, target setting and provision management
- Working with adults in small groups and one-to-one sessions
- Annual reviews

Concerns about the provision for pupils with SEND

We encourage parents/carers to contact their child's class teacher with any concerns. If concerns remain we ask parents/carers to contact:

1. The SENCo, Mrs McDonald
2. The Headteacher, Mr Sumner

Please also refer to the complaints procedure, which can be found on the school website.

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
- School Nurse and School Doctor
- Clinical Paediatrics
- The Derbyshire MAT team
- 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 is available on the Derbyshire County Council's website.

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