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MULTI-ACADEMY TRUST



Caldecote Church of England Academy
Special Educational Needs & Disabilities (SEN)
Information Report 2019



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Special Educational Needs & Disabilities (SEN) Information Report 2019
Important information for Parents and Carers



Provision for Special Educational Needs at Caldecote Church of England Academy

SENDCo: Mrs Lesley Hulbert

Introduction

All schools within the DSAMAT have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the Trust to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We fully believe that all pupils are unique and their journey through our school should reflect this.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible with all reasonable adjustments in place.

The broad areas of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

What is the Local Authority Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. The LA refers to this as the '*Local Offer*'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

The 13 questions and answers below provide more information about SEND at Caldecote Church of England Academy:

Question 1: Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

There are several staff you can talk to at Caldecote CE Academy regarding your child's learning or SEND. If you are unsure whom to approach, please have an initial discussion with your child's teacher.

You can talk to your child's class teacher. He/she is responsible for 'Quality First teaching' this includes:

- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Completing a Support for Learning Form that identifies your child's area of need and the strategies that are in place. This ensures regular communication between the class teacher and the SENDCo
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

You can also talk to our **SENDCo Mrs Lesley Hulbert** for the whole school. The SENDCo is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing, with staff, how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure, records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher, is also responsible for:

- The day-to-day management of all aspects of the school, including the support for children with SEND.
- Making sure that the Regional Hub Board is kept up to date about issues relating to SEND.

The Headteacher will give responsibility to the class teachers but is still responsible for ensuring that your child's needs are met.

Regional Hub Board - Governance

At present the SEND RHB member Mrs S. Howley (MBE), is responsible for SEND. This means that she takes a special interest in SEND, and she questions the Headteacher on a regular basis during Hub Board meetings, The RHB has overall responsibility for ensuring that the necessary support is given for any child who attends the school, who has SEND.

Parents are welcome to approach the school in person, initially via our friendly Office staff or Class Teachers. Alternatively, you can make contact with us by email or telephone:

Email: caldecote@caldecoteceacademy.co.uk

Telephone: 01767 316206

Question 2: What are the different types of support available for children with SEND in our school?

1. Excellent Class teacher input via targeted classroom teaching (Quality First Teaching). For your child this would mean:
 - that the teacher has the highest possible expectations for your child and all pupils in their class.
 - that all teaching is built on what your child already knows, can do and can understand.
 - different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
 - specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
 - your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
2. Specific group work and interventions, which may be:
 - Run by a teacher or a Teaching Assistant (TA).
 - Run in the classroom or outside
3. Specialist groups run by outside agencies e.g. Speech and Language Therapy - as per the SEN Code of Practice 2014: School Support (SS):

This means they have been identified by the SENDCo/ class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS).
- Support from Jigsaw (behaviour support team)

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional. This will help both you and the school understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).

Outside agencies such as the Speech and Language Therapy (SALT) Service. For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including from you), 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 you and 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 current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/ small group support your child will receive 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.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Question 3: How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress, please speak to your child's class teacher initially. Your class teacher will listen to your concerns and put in interventions as they feel are necessary.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo)
- If you still feel that your concerns have not been addressed, you should contact the Headteacher

- Finally, the school SEND RHB member can also be contacted for support, but they do not have the authority to put support in place for your child.

Question 4: How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making sufficient progress, or if staff have a particular concern, the Academy staff will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning.

Question 5: How is extra support allocated to children and how do they progress in their learning?

The school budget, received via the DSAMAT, includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the DSAMAT Finance team, on the basis of needs in the school. The Head Teacher discusses all the information they have about SEND in the school, including:

- The children who currently receive additional support
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- The child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.
- Schools identify the needs of their pupils on a school provision map, which for SEND pupils identifies all resources, training & support. It is reviewed regularly - changes being made as needed.

Question 6: Who are the other people providing services to children with SEND at Caldecote CE Academy?

School provision

Teaching Assistants/Learning Support Team
Admin Assistant with responsibility for Attendance
SMILE Mentoring
Family support Worker

Local Authority Provision delivered in school

Autism Outreach Service
Educational Psychology Service
Parent Partnership Service
KS1 & KS2 Behaviour Intervention Team (Jigsaw)

Health Provision delivered in school

Speech and Language Therapy
School Nurse

Question 7: How are the teachers in school helped to work with children identified as having SEND and what training do they have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder (ASD) and Speech and language difficulties.
- The SENDCo sources additional training provided by specialists in specific areas of need
- Individual teachers and support staff attend training run by outside agencies that is relevant to the

needs of specific children in their class e.g. from the Autism Outreach Team.

Question 8: How will the teaching and learning be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning & teaching will be adapted daily, if needed, to meet your child's learning needs.
- Additional interventions may be planned to meet specific needs of pupils either on an individual basis or in small groups.

Question 9: How will we measure the progress of your child in school?

- His/her class teacher continually monitors your child's progress.
- His/her progress is reviewed formally every term in reading, writing, science and numeracy as well as the foundation subjects.
- All children are tracked and monitored through our Arbor MIS Software which is an online tracker.
- All Y1 pupils complete a Phonic Skills Check. Some children will complete this check for a second time in Y2.
- 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 are the results that are published nationally.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress with any individual work and in any group that they take part in.

Question 10: What support do we have for you as a parent of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have following a meeting with the class teacher.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to suit your child's individual needs.
- An additional home/school communication book may be used to support contact with you, when this has been agreed to be useful for you and your child.

Question 11: How is Caldecote CE Academy accessible to children with SEND?

- The building is accessible in that it is single level throughout. Access into all classrooms, is on one level once you enter via the main front door and appropriate for use with wheelchairs and walking aids. There is a ramp available for the EYFS Classroom and ramp access to the rear of the school.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Breakfast club provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Question 12: How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows 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.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. Support for Learning Forms will be shared with the new class teacher.
- Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.
- In some cases, a Pupil Passport or Transition Book may be made for your child, in order to help them understand and prepare for moving on.

Question 13: What Emotional & Social support do we have for a child with a SEND?

- We recognise that pupils with SEND may well have an Emotional and Social Development need that will require support in school.
- The Emotional Health and Well-being of all our pupils is very important to us.
- We have a robust Safeguarding Policy in place; we follow National & Local Authority Guidelines.
- Additional referrals to other agencies are completed as necessary
- We have robust Respect Policy (Behaviour) and Anti Bullying Policies in place
- The Headteacher and all staff continually monitor the Emotional Health and well-being of all our children; this may be for example, via pupil questionnaires or the school suggestion box.
- We are a “Listening School” which means when a pupil, parent or member of staff tells us something, we act upon it.
- We have a SMILE Mentor who can work with children on an individual or small group basis for emotional support

Reviewed and revised: January 2020

Headteacher: Mr Leigh Pointon

Special Educational Needs Coordinator: Mrs Lesley Hulbert