



Callow End CE Primary School

SEND Information Report

At Callow End we provide a welcoming, safe and supportive environment in which Christian values are central to the ethos of the school and its teaching. We have high aspirations for all our pupils so that they can achieve their full potential in life. All our policies are written to reflect this vision.

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- Have a **significantly** greater difficulty than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools with the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Callow End we follow the guidance in the Special Education Needs Code of Practice published by the DfE and take account of 'The Local Offer' made by Worcestershire County Council. Both documents are available in school or can be accessed by clicking the links at the end of this report.

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We are able to provide support for all of these areas recognising that at any point in their school life, a child may have a special educational need and there are a range of factors that could contribute to their difficulties, making barriers to learning. The provision which we make will be delivered in a variety of forms, according to the individual needs of the child, and ensure equal access to a broad and balanced curriculum. Emphasis will be placed on the recognition of each child's particular strengths, the development of high self-esteem and a positive approach in order that each child can achieve his or her potential.

Admission of disabled pupils

Pupils with special educational needs will be admitted to Callow End School in line with the school's Admissions Policy:

<http://tinyurl.com/CallowAdmissions>

Aims

- Ensure that all children with a special education need, whether physical, intellectual, social, or emotional receive an appropriate, differentiated curriculum, make progress and experience success.
- Identify, monitor and evaluate appropriate provision for those children.
- Work in partnership with other agencies and support services, use their expertise and advice to ensure that our children receive the best, possible support.
- Work in partnership with parents/carers/guardians to advise and encourage wider learning and support.
- Promote confidence and self esteem in all our children.

Objectives

- To create a whole school response to children's needs through training, guidance, planning and development.
- To respond to children's needs by offering a differentiated curriculum not a different one.
- To identify and employ teaching strategies in order to meet the individual needs of children
- To examine a range of data, outcomes and observations to identify children who are having difficulty with learning.
- To advise parent of the school's reason for concern and the action take to support the child.
- To work closely with parents, keep them informed and involve them in target setting.
- To collaborate with other agencies and professionals to support children with SEND.

The Role of the Class Teacher

The class teacher will be responsible for:

- Identifying children within the class with a SEND and raising concerns with the SENDCO.
- Planning or appropriate differentiation to support children effectively
- Creating a supportive learning environment
- Communication with support staff about children's needs.
- Communication with parents about their children's needs, action taken in school and how they can support at home.
- Liaising with the SENDCO.
- Taking responsibility for writing IPM's with advice from the SENDCO if necessary.

The Role of the SENDCO

The SENDCO (Mrs Clare Stockford) will be responsible for:

- The day to day management of SEND procedure, ensuring that provision for SEND is addressed during curriculum development and planning.
- Advising class teachers and assisting with identification and assessment.

- Using assessment data to monitor progress.
- Working closely with parents of children with a SEND to review progress.
- Liaising with outside agencies as appropriate.
- Maintaining and updating the register for SEND pupils
- Developing staff expertise through the arrangement of training.
- Identifying appropriate resources for use throughout the school.
- Reporting to and liaising with the Headteacher.

The Role of the Headteacher

The Headteacher will be responsible for:

- Reporting to the governing body on issues arising from SEND provision within the school.
- Liaising with the SENDCO on the management and financing of provision and training.
- Managing the annual review for children with an Educational Health Care Plan.

The Role of Governors

The Governing Body will be encouraged to:

- Do their best to ensure that the necessary provision is made for any pupil who has SEND.
- Secure that, where the Headteacher has been informed by the LA that a child has SEND those needs are made known to all who are likely to teach him or her.
- Secure that the teachers in the school are aware of the importance of identifying and providing for pupils who have SEND.
- Publish an annual SEND Information Report as stated in the Code of Conduct and taking account of the Local Offer from Worcestershire County Council.
- Appoint a governor with responsibility for SEND – Mrs Joanne Rae

Partnership with Parents

Parents will be consulted and involved in the identification assessment and provision of their child's special educational needs and all stages of the graduated approach. A private consultation with their class teacher is held for all children in the Autumn and Spring terms and an annual written report sent to parents in the Summer term. In addition the parents of a child with SEND will be invited to contribute information when a expression of concern has arisen from any sources as follows;

- their views of the child's health and development
- their perception of the child's performance, progress and behaviour at school.
- factor contributing to any difficulties
- action to be taken.

Parents are encouraged to play an active partnership role with the school in carrying out work determined in a IPM, either at school or at home. They will be able to contribute to the setting or realistic targets, monitoring and reviewing of such a plan on a termly basis.

Voice of the Child

The child will be encourage to participate in the decision-making about provision for his or her SEND. HI or her views in identifying difficulties will be sought and treated sensitively.

Great emphasis will be placed upon the involvement of the child and the improvement of his or her self-image and self-confidence. He or she will suggest targets for the future .

Identification, Assessment and Provision

The school will assess every child's level of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school needs. If the child has been identified as having special educational needs, this information will be transferred and the child's class teacher and SENDCO will use it to provide starting points for the development of an appropriate curriculum. Thereafter, the continuous process of assessment for learning, observation and the scrutiny of pupil tracking and assessment data will identify children who are having some difficulty with their learning.

In order to help children who have special educational needs, the school will adopt a graduated response through Wave 1, 2 and 3 provisions as outlined in The Local Offer made by Worcestershire County Council.

Wave 1

This is the quality inclusive teaching which takes into account the learning needs of all the children in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2

This describes additional support or time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. They are not primarily SEND interventions but are targeted at groups of pupils with similar needs who are expected to 'catch up' with their peers as a result of extra support. However some pupils receiving Wave 2 intervention may be on the SEND Register as a result of difficulties for which they are receiving other forms of support.

Wave 3

This describes specific, targeted support for pupils identified as requiring SEND support eg 1:1 support, individual learning programmes or involvement of other professionals.

A Graduated Response

When a class teacher or the SENDCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to the Wave 1 differentiated curriculum. Triggers for this intervention could be

- Concern by the teacher, underpinned by evidence about a child who despite receiving differentiated learning opportunities makes little or no progress.
- A child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- A child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- A child has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Strategies employed to enable the child to progress will be recorded within an Individual Provision Map. The IPM should include information about short term targets for the child :

- The teaching strategies to be used.

- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded at review)

The IPM will record which is additional to or different from the differentiated curriculum and will focus on three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IPM will be reviewed termly and the parent's views on the child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

A request for support from outside agencies such as the Education Psychology Service, Learning Support Services, or the Complex Communication Difficulties and Autism Team will be made if a child continues to experience significant or complex difficulties despite intervention. They will observe and assess the child and if appropriate, advise on provision. An IPM will be put in place by the SENDCO to reflect the specialist assessments and collaborative educational effort. The SENDCO will take responsibility for reviewing the targets and liaising with the outside agencies and the parents. The trigger for this type of support will be that, despite receiving individualised support under Wave 2 the child

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of a similar age.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice by a specialist services.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Where school seeks the help of external support services, those services will need to see the child's records on order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child indirectly. The resulting IPM for the child will set out fresh strategies for supporting his or her progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the intervention reoccurring in the IPM continues to be the responsibility of the class teacher.

Educational Health Care Plan

In rare cases the conclusion may be reached that, despite actions taken, the child's needs remain substantial and cannot be effectively met with the resources normally available to school. In these circumstances the child school may make a request for statutory assessment to the LA under Section 36 of The Children and Families Act 2014. The school will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents and where possible the pupil, on the earlier stages of assessment, action and support to date.

- Demonstrate how resources have been spent to provide support.
- Any relevant medical information.
- Where appropriate, evidence relating to Social Services involvement.
- Individual Provision Maps detailing SEND support.
- Review of each IPM indicating decisions made as a result of progress towards targets.

Once the formal assessment is completed an Educational Health Care Plan may be issued.

Annual Review of an Educational and Health Care Plan

Once a child has been given an Educational and Health Care Plan, an annual review will need to take place to monitor and evaluate the continued effectiveness and relevance of the provision set out in the plan. The parents, child, representatives from the LA and the school and all the professionals involved in working with the child are invited to attend the meeting.

Medical needs

If a pupil has a medical need they will have a Care Plan which is compiled by the NHS in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil. Where necessary and in agreement with parents/carers medicines are administered in school but only with signed parental consent and with medicines in the original packaging.

Staff Training

Training is carried out according to the ongoing needs of the children in school. All members of staff have completed some initial Autism Awareness Training and our experienced support staff carry out individual and small group support which is tailored to the needs of the children.

Emotional and Social Development

At Callow End we provide a welcoming friendly, safe and supportive environment in which Christian family values are central to the ethos of the school and its teaching. We actively encourage children to form positive relationships with each other regardless of age, race gender and ability and provide many opportunities for them to do so. As a small school all members of staff know children well and their views are always listened to both in and out of the classroom. This means that any problems or issues are always dealt with quickly and incidents of bullying are very rare.

Equality and Inclusion

At Callow End we support children with a wide range of Special Educational Needs.

The school makes adaptations to ensure all children's needs are met, including:

- Adapting the broad and balanced curriculum to ensure that all children can access it.
- In class support that may be delivered by offering adaptive teaching to guarantee that the lesson is pitched, matched and accessible, allowing the needs of all to be met.
- Adult support which may be required, although the aim at Callow End School is to ensure that all children are encouraged to become as independent as possible in their learning. Using resources, such as iPads, computers, coloured overlays, visual timetables, personal recording devices, ear defenders, focus toys, coloured backgrounds, larger fonts etc;
- An adapted learning environment where necessary with, for example, less cluttered surroundings to aid concentration, or special seating arrangements to allow children to see or hear more clearly or personal work stations to support distractions and noise levels.

- Adapting teaching strategies, for example, targeted questioning, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Additional adult support at Play and Lunch times.

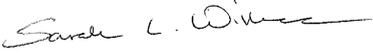
Provision is reviewed half termly to evaluate the breadth and impact of the support that is offered and/or accessed by our children. The school has a rigorous Assess, Plan, Do, Review cycle that is applied to all areas of school life. The impact of all classroom provision and interventions is assessed and changed every half term to ensure that children are learning effectively and that teaching is being successful in addressing the needs of the child.

Callow End school is committed to making reasonable adjustments, including the provision of services for disabled children, to prevent them being put at a disadvantage. Thought is given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage. The school is also committed to preventing discrimination, to promote equality of opportunity for disabled children and to make every effort to remove barriers to learning. For more information, please see the Accessibility Plan which is available on the website.

Policy and Procedure for Handling Complaints

Many concerns voiced by parents can be resolved by simple clarification or the provision of information and it is anticipated that most concerns can be readily resolved at this informal stage. However, there may be more serious concerns and parents may wish to make a formal complaint. If this is the case reference should be made to the DoWMAT policy and procedure for handling complaints. This can be found here :

<https://www.dowmat.education/policies-and-key-documents/>

	
Headteacher	Chair of Governors

[Link to Local Offer in Worcestershire Schools](#)

[Link to SEND Code of Practice](#)

APPENDIX 1 - Inclusion classroom checklist

Some of the following may be used to support SEN children in the classroom.

Remember children don't all learn the same way!

Reading

Time to read text through before reading aloud/answering questions

Talking word processors

Coloured overlay rulers

Print screen to avoid having to copy from board

Learner friendly fonts (Comic sans / Sassoon)

Coloured background on white board (Format)

Different coloured writing on board (easier to identify)

High interest / Low reading age books (Barrington Stoke publishers)

Highlight key text

Writing

Organising/generating ideas:

Mind maps; different colours

Dictate work to an adult

Record ideas onto a voice recorder

Create word lists before writing

White boards (less threatening as can be rubbed out easily)

Writing frames / planning grids

Recording ideas:

Allow time to finish

Pencil grips

Cursive script (accurate letter formation)

Letter formation cards

Writing slope

Writing position (6 legs on the floor)

Left-handed writers sit to left of a right-handed partner

Writing frame (angle paper correctly on table)

Spell checkers

Word banks / glossaries

Spelling dictionary

Plastic letters

Alphabet strips

Coloured paper

Touch typing

Instructions:

Sit close to the front

Eye contact

Sitting still

Reduce background noise /distraction

Repeat instructions twice (exactly the same)

Allow time to process (10 second rule)

Rephrase instruction (after same instruction x2 + 10 second rule)

Picture prompts

Written messages / instructions / task board

Reduce number of steps in each instruction until achieving

Visual timetable

Maths:

Visual success criteria (pictures / diagrams where possible)

Numicon

Cuisenaire

Timelines to sequence time concepts

General:

Communication in Print

Grid player app

Consistent & clear rules and consequences (Behaviour Policy)

Advance warning of change

Teach skills in a variety of different contexts

Time-out

Labelled equipment (pictures where possible)

Fidget balls

Sensory cushion

Weighted lap belt

Gym ball

Opportunities to work to strengths/interests

Minimise homework (break down projects into small tasks)

Encourage to try (Growth Mindset)