

Callowell Primary School.

SEND School Offer.

At Callowell Primary School our job is to help your child achieve the very best they can. Provision for pupils with SEND is a matter for the school as a whole; the Governing Body, Head Teacher, SENCo and all members of staff have important responsibilities.

Our school offer will inform you of the types of support available for your child at Callowell Primary School. It will help you understand who can help and how this support can be accessed.

Roles and Responsibilities.

The SENCo, Mrs Victoria Vaughan, will be responsible for coordinating provision for pupils on the Code of Practice and the deployment of teaching assistants within the school. The Headteacher, Mrs Linda Wall will work alongside the SENCo as part of the SEND team.

The Governing Body has named Mr Clive Payne as the governor who will take a particular interest in and monitor the schools work on behalf of the children with SEND.

The Governing Body will report to parents annually on the schools policy for SEND.

Provision and resources.

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

Provision is made in the school budget to support the teaching of SEN and also to fund pupils with Education and Health Care Plans.

Class teachers are responsible for all children within their class including those with SEN; regardless of who is delivering interventions.

In addition to the statutory curriculum the school provides a wide range of additional activities including sports clubs, drama, art clubs, school trips etc. All pupils are actively encouraged to join in and benefit from these activities and on a case by case basis we will look at reasonable adjustments.

Identification, Assessment, Provision and Review.

Progress is measured through formal and informal assessment. The school uses some or all of the following to determine a child's needs:

- Agreed level descriptors as outlined by Gloucestershire Local Authority.
- Baseline Assessment score.
- Foundation Stage Profile scores.

- Reading age scores.
- SAT results in Key Stage 1.
- Observations.

Transition meetings are held with both pre-school providers and parents to ensure a smooth transition into our Reception class. Baseline tests are done for all children entering school. For all children, throughout their time here, if additional needs present then this is quickly identified and appropriate action taken with involvement from parents.

Access to Year 6 SATs are made based on individual needs each year. Links are in place with our local secondary schools to ensure smooth transition for Year 6 pupils with SEND; additional visits to the schools are arranged during the Summer term.

A provision map details the range of support available within the school and if a teacher identifies a child as having an additional need then contact is made with the parent.

SEN stages and terminology.

The Special Educational Needs Code of Practice: for 0 to 25 years 2014, gives guidance to schools in meeting the needs of the pupils. It sets out how help should be given in a step-by-step approach. You will be consulted at all stages of this graduated approach and staff will inform you of the additional work that they do with your child.

Class teachers will assess your child to identify their strengths, needs and the extra help they require and teaching assistants are deployed based on the needs within a class. If a pupil needs additional support to that of other children their age they may be placed at different waves of provision:

Wave 1.			
Describes inclusive quality first teaching which takes into account the learning needs of all learners. This universal provision includes teachers providing differentiated work and creating an inclusive environment. Learners whose needs can be met through Wave 1 intervention alone need not be identified as having SEN and the SENCo is unlikely to be involved.			
<i>Cognition and Learning</i>	<i>Communication and Interaction</i>	<i>Social, Emotional and Mental Health</i>	<i>Sensory and Physical</i>
Differentiated work	Simplified instructions	Structured routines	Differentiated work
Simplified instructions	Prompts	Targeted support	Targeted support
Targeted support	Talk partners	Whole school behaviour policy	Access to ICT
Visual aids	Differentiated work	Whole school reward and sanction systems	Pencil grips
Modelling	Targeted support		Sloping board

	Modelling Visual timetables	PSHCE lessons	
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Wave 2.

Describes specific, targeted, additional and time-limited interventions and support provided for some children who need help to make expected progress. Wave 2 interventions are often targeted at a group of pupils with similar needs and are not primarily SEN interventions, although some children will be identified as having SEN. A Wave 2 response might include shared TA support in or out of the classroom and would be provided in addition to Wave 1 support.

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>	<i>Social, Emotional and Mental Health</i>	<i>Sensory and Physical</i>
Additional reading	Listening skills	Social skills	Fizzy programme
Maths booster sessions	Group game activities	Time to Talk sessions	Handwriting support
Phonics booster sessions	TalkBoost	TalkBoost	Apples and Pears
Bearing Away		Group games	
Dancing Bears		Yoga	

Wave 3.

Describes targeted personalised provision for a minority of learners where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or personalised interventions which take place outside of the classroom as part of planned withdrawal. The SENCo is likely to be involved to a greater degree in supporting the teacher to meet the needs of these learners, drawing on the support of outside agencies where appropriate.

Wave 3 support would be provided in addition to that at Waves 1 and 2 and is still part of that which should be available within 'SEN support' and without an EHC Plan. Learners receiving this level of intervention may be subject to My Plan Plus.

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>	<i>Social, Emotional and Mental Health</i>	<i>Sensory and Physical</i>
Dancing Bears	Listening skills	Social stories	Hand strengthening exercises
Bearing Away	Widgit programme	Personalised behaviour programmes	Fizzy programme
Personalised timetable	Makaton		1 to 1 support
Personalised	1 to 1 support	Personalised reward and	

curriculum 1 to 1 Maths/Literacy support	Visual personalised timetable Speech & Language activities: Talk Boost	sanction strategies Drop in sessions 1 to 1 support	Swimming support Apples and Pears
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Education, Health and Care Plan (EHC Plan)

This is Wave 4 and may be sought if your child's needs are complex and cannot reasonably be provided from within the school's resources; if the additional support required is in excess of £6,000. The support provided will be personalised and is too specific to give examples here.

For children and young people who already have a Statement of SEN, the transfer of Statements into EHC Plans will be a gradual process.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND.

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body report annually to the parents upon the quality of the education provided for and the achievements of pupils with SEND.

- Regular observation of teaching by the Head Teacher and members of the Senior Leadership Team.
- Analysis of the progress and attainment of different groups of pupils with SEND.
- The views of parents and the pupils.
- Monitoring by the Governing Body/Mr C.Payne.
- Regular meetings between SENCo, class teachers and teaching assistants.

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

Training.

- The SENCo, Mrs. V. Vaughan, has the National Award for Special Educational Needs Co-ordination.
- SENCo attendance at local courses/conferences including local cluster meetings.
- Training for Teaching Assistants such as Autism awareness, the Fizzy programme and Speech and Language courses.
- In school sessions; sometimes delivered by SENCo and/or outside agencies e.g Advisory Teaching Service such as Numicon training.

Links with External Agencies and other schools.

We are supported by the Advisory Teaching Service who is able to offer advice on a range of SEND issues. Contact is usually made through the school SENCo and is made with the consent of parents. Other services that we are in regular contact with are:

- School nurse.
- Specialist nurse service.
- Occupational Therapist.
- Speech Therapist.
- Eating specialist.
- Augmentative and Alternative Communication Tutor.
- Educational Psychologist.
- Consultant Paediatrician.
- Webster-Stratton Programme.
- Special school outreach.
- SCAPs (Stroud & Cotswold Alternative Provision School).
- CYPs (mental health).
- Physiotherapy.
- Teens in Crisis.
- Families First.
- School support and Monitoring Officers (Shire Hall).
- Barnardo's.

The Role Played by Parents of Pupils with SEND.

In accordance with the SEN Code of Practice, the school believes that all parents of children with SEND should actively contribute and be involved in this process of ensuring their child's needs are met, and the same for the children themselves. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Parents will be kept informed of their child's progress by attendance at regular reviews throughout the year, and via a written report.

In addition to this, the child will be involved in discussions about how they will be supported and what the expectation of them is; pupil participation is key but will be done sensitively and with an awareness of the involvement being age appropriate.

If your child needs medicine to be administered then you must inform us and complete a medical consent form which is in line with our school policy; for this please read the policy 'Managing Medical Needs' which is available from the school office upon request.

If your child has personal care needs then appropriate training and support would be sought; please see our intimate care policy which is available from the school office upon request.

Accessibility within the school grounds is broadly good; we have a downstairs classroom with wheelchair access. If you would like more information then please see our updated access plan which is available from the school office upon request.

Should you wish to make a complaint then please see the complaints policy.

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your class teacher who may put a plan in place to support your child. You are also very welcome to make an appointment with our SENCo. Appointments can be made through the school office (01453 762962).