

Calverton Primary School



SEND Information Report

Person responsible for the policy	Emma Griffin
Date reviewed and shared with staff	June 2022
Date to be next reviewed by staff	June 2023
Date ratified by the Governing Body	
Date to be reviewed by the Governing Body	

Signed by Chair of Governors:	Signed by Headteacher:
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At Calverton Primary School, we are committed to providing the absolute best learning opportunities for all children. **Every Child, Every Chance, Every Day.** We are passionate about our aim that all children are enabled to reach their full potential in all areas of life.

We believe that “high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN” (Code of Practice 2015) and we use this principle to underpin all that we do here at Calverton.

As part of the Children and Families Act 2014, Local Authorities are required to publish a Local Offer which sets out support that is available for children and young people with special educational needs (SEN) in the local area. Newham’s Local Offer is available on the Newham website:

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

The local offer is a guide to the services in Newham that are available for children and young people with special educational needs (SEN) and disabilities aged from birth to 25. It tells parents how to access services in their area and what to expect from these services. Alongside Newham’s local offer, we have put together our own school’s local offer which can be found on the school website.

Alongside this, schools are required to publish a SEN Information Report about their arrangements for identifying, assessing, and making provision for pupils with SEN. In response to this, we have put together our SEN Information Report for Calverton Primary School. We have clear pathways which enable us to recognise children’s individual differences and a range of supports to ensure all children’s needs are met. The information below describes the arrangements we make that are ‘additional’ and ‘different’ for pupils with SEN. This information reflects the current arrangements we have in place at school to identify, provide for, and monitor children with any special educational needs.

Calverton Primary School is a mainstream primary school of 425 pupils aged 3 -11 years. It is a single storey building with two large playgrounds. Calverton is an inclusive school with resourced provision for pupils with autistic spectrum disorders. We strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early, and we offer a range of provision according to these needs. We work with number of other professionals, e.g. health professionals, speech therapists and educational psychologists to make sure that all children receive the support they need to do well at school.

Our objectives are:

- To ensure that the school is a place where everyone feels welcomed and valued and that an inclusive ethos is established and maintained
- To ensure that all pupils are encouraged and given opportunities to achieve their full potential
- To ensure that all pupils are prepared for life in a diverse and multi-ethnic society where all are valued and have equal rights and responsibilities

We currently have 88 pupils on the SEND Register – 32 with an Education, Health, and Care Plan (EHCP). We currently have 40 pupils in receipt of Top Up High Needs Funding, including 20 with additional Resource Provision funding. The below table shows the spectrum of needs we cater for at Calverton:

Special Educational Need:	ASD	Speech, Language and communication	Social, Emotional and Mental Health	Moderate Learning Difficulty	Physical	Specific Learning Difficulty	Severe Learning Difficulty
Number of pupils:	36	32	9	3	2	6	0

At Calverton Primary School, we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

Below are Calverton Primary School's current responses to a variety of most frequently asked questions regarding SEND needs:

1. Identification – How do we know if a child has learning difficulties or special educational needs?

Early identification of a learning difficulty or special educational need helps us to provide any necessary additional support as soon as possible. This early identification usually comes either directly from the parents or through observation by the child's class teacher. We have processes in place within school for staff to flag any concerns to our Special Educational Needs Co-Ordinator, Mr Wynne, who will then investigate further and offer advice.

New admissions: We have a comprehensive admissions process, which includes a home visit for new nursery children, at which personal details as well as any other relevant information is captured. Our internal processes ensure that any information about a child's special needs is forwarded to the SENDCO. In addition, the SENDCO from the child's previous school (if applicable) will be contacted to provide details.

Children currently on roll: There are a number of ways in which a child's particular needs can be flagged to the SENDCO. These are:

- A parent can raise concerns with the class teacher and/or SENDCO.
- The class teacher can flag a concern to the SENDCO at any time, which will be investigated accordingly.
- Outside agencies can inform the school about issues that have arisen.
- Children in Early Years (Nursery and Reception), who do not reach the age expected levels in their Early Years Profile, are brought to the attention of the SENDCO.
- For children in Key Stage 1 and 2, teachers input information about progress and attainment on the internal school progress monitoring system regularly. The SENDCO attends termly pupil progress meetings with the Senior Leadership Team.
- Children with specific literacy difficulties or cognitive learning difficulties will follow the learning intervention pathway identified for children with these particular needs or the programmes set up by the outside agency involved with the child.
- For children with High Needs Funding – i.e. needs in one (or more) of the following areas: (i) autism, (ii) complex learning needs or (iii) SEMH – social, emotional or mental health - we are immediately aware of their particular needs, from their parents and other agencies who have been involved in their care and welfare. The SENDCO will lead the development of a Pupil Profile for children in this group and ensure that they receive high needs funding. The high needs funding provides funding towards support needed for the child to progress.
- Pupils with 'lower-level' speech and language difficulties not requiring High Needs Funding are

identified through their Early Years providers prior to their arrival at Calverton Primary School. We work closely with the Speech and Language Therapy Service, whose recommendations will then be acted on in the school setting. The school has purchased a service from Speech and Language to further develop the communication skills of our children in our school.

2. What should I do if I think my child may have special educational needs?

If you have concerns about your child, arrange to speak to your child's class teacher in the first instance to share those concerns. The class teacher will then discuss those concerns with our SENDCO, Mr Wynne, who will then contact you to discuss further. Mr. Wynne will then be able to advise you on what the next steps are. Further advice may be sought from other professionals if this is deemed necessary. You will be kept fully informed throughout the process.

3. Decision making – how do we decide what sort of support children with special needs will receive?

Children's attainment and progress is tracked regularly within school. Teachers have termly meetings with senior leaders and the SENDCO where each child's progress is discussed. When pupils are identified as needing additional support to make the progress we expect, we would first put in place in-school support, such as additional interventions led by adults within school, additional resources to support or additional adult support within class. It may be necessary for us seek support from external agencies such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Child Development Service, Behaviour Support Service or CAMHS (Child and Adolescent Mental Health Service).

Before referring to external agencies, parents are informed, and consent is sought for any interventions considered appropriate. If necessary, an informal meeting with parents will be held to explain why a referral to an outside agency is thought appropriate, and to seek their consent to allow us to access this support.

4. Support – how will staff at school support children with special needs?

Further to the processes outlined above, the individual needs of the identified children will be assessed. All children will receive quality first teaching differentiated appropriately to meet identified needs – i.e. our teachers plan and deliver lessons that meet the various needs of all the children in the class. All subsequent interventions - i.e. extra help in the areas in which the child is struggling - will be designed and run with the needs of the individual child at the centre of the process and its efficacy monitored and assessed on a regular basis. The SEND Code of Practice identifies the four broad areas of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

Support will always be tailored to the child's individual needs. Broadly, our support falls into the following areas:

- Children whose achievement is significantly below age related expectations are considered for an intervention programme. Interventions are designed specifically to the needs of each child and will typically involve working in either a small group or one-to-one support, depending on the nature of the needs. Specific progress targets are set at the start of such interventions and progress against them is monitored by the class teacher and SENDCO.
- Pupils identified as having a specific learning difficulty e.g. dyslexia, dyspraxia or ADHD will receive appropriate support depending on their particular need.
- Pupils with SEMH needs may receive support from our pastoral team. This could include 1-1 or small group sessions with a learning mentor or counsellor.

- Further to such support, if children are still not reaching expected levels, we would typically involve an external agency which would provide additional specialist support to further strengthen the help already being provided – e.g. speech and language therapy, physiotherapy, specialist behavioural support, identification of dyslexia.

For children with High Needs Funding, each child has a Pupil Profile– with tailored learning targets. Staff at school and from the relevant external agencies are involved in putting these plans together, to best support the child concerned. These profiles are reviewed termly, and further actions are taken to review this as appropriate.

Decisions regarding the levels of support that will be provided to all children with special needs will be taken by the SENDCO and/or the Inclusion Lead further to the collection of all relevant information.

5. Resources – how do we allocate resources to match children’s special educational needs?

The SEND budget is allocated each financial year from the main school budget. The money is used to provide additional support or resources dependent on an individual’s needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. children’s therapy team). Funding may also be used to buy in specialist support (e.g. speech and language therapy, sensory activities-swimming, paying for transport to school, or a highly trained learning support assistant).

6. How will the curriculum be matched to my child’s needs?

Teacher’s plan from the children’s levels, differentiating work to closely match children’s ability and learning needs. When a pupil has been identified with special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. This may include multi-sensory materials or different contexts for learning, for example outside areas and small group work.

If a child has been identified as having a special need, they may be given a pupil profile, if appropriate. Targets will be set according to their area of need. These will be monitored by the class teacher on an ongoing basis and reviewed by the SENDCO each half term with support from other adults involved in your child’s learning.

A teaching assistant may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pens/pencils grips or easy to use scissors.

Some children with more complex needs may need their own individualised timetable to meet their needs with targets linked to their extended provision. This provision could include gym sessions, soft play and sensory sessions. This will be developed with the input of the parents, class teacher, SENDCO and any specialists working with the child.

7. How will I know how my child is progressing?

Your child’s class teacher will discuss your child’s progress with you at three parents evening sessions across the year. You will also receive an annual school report detailing progress. All children with an Educational Health Care Plan or with High Needs Funding will also have a separate Annual Review meeting each year where the EHCP or Pupil Profiles will be reviewed.

In addition to these formal meetings, regular communication with your child’s class teacher or supporting adult will be through the home-school diary. Your child’s class teacher will also be able to meet with you throughout the year to keep you updated on progress. You can arrange this by speaking to your child’s class teacher at the classroom door or by leaving a comment in your child’s home-school diary or by calling the school office. You can also request a meeting with Mr Wynne (SENDCO) or Miss Griffin (Inclusion

Lead) via the school office if you wish.

8. What support will there be for my child's overall well-being, including their social and emotional well being?

At Calverton we pride ourselves on considering the whole child – not just thinking about the academics. We offer a wide variety of pastoral support for pupils who are encountering social, emotional and/or mental health difficulties. All children regularly participate in PSHE lessons and circle time sessions where emotional wellbeing is taught and discussed. We have a trained counsellor on staff, as well as two learning mentors and two Emotional Literacy Support Assistants (ELSAs). Children have opportunities to speak to a trusted adult if they wish about issues and concerns. The pastoral team run a variety of groups for pupils to support their overall wellbeing. These include nurture groups targeting social skills, self-esteem, emotional and wellbeing. The pastoral team also work alongside families to offer support at home as well as in school.

Calverton's motto is 'Every Child, Every Chance, Every Day'because:

- everyone has the right to feel welcome, secure and happy
- we should treat everyone with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone and equally important that we respond as everyone has the right to be respected and treated with equal consideration.

Our Positive Behaviour policy sets out how we work at Calverton to ensure that the above happens. Whilst our policy applies to all pupils, careful consideration is taken of individual pupil's needs e.g. those with Autistic Spectrum Disorders, Emotional Behaviour Difficulties, Attention Deficit Disorders, Behaviour Support Plans and Pastoral Support Plans.

Pupils with medical needs have detailed Care Plans compiled by the SENDCO or Inclusion Lead and the School Nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Where necessary and in agreement with parents/carers, medicines are administered in school where a signed medical consent form is completed. Anti-biotics may be given in some circumstances after discussion with the office staff and on completion of a medication form.

9. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise for children. The school has links with many professionals within Newham, such as:

- Language Communication and Interaction Service (also known as LCIS)
- Educational Psychologist
- Behaviour Support Service (BSS)
- Physical & Sensory Service – to support pupils with physical/hearing/visual impairment
- Social Services
- Speech & Language Therapy
- Occupational Therapy
- School Nurse
- Complex Needs and Dyslexia Service
- Child and Family Consultation Services, also known as CAMHS (Child and Adolescent Mental Health Service)
- Child Development Service

As a school, we buy in to the Speech and Language Therapy service, meaning we have a therapist in school for two days each week. This is in addition to the therapists who come into school solely for the children within the resource provision.

10. What training have the staff supporting children and young people with SEND had or are having?

All staff within school have regular training on different aspects of working with children with SEND. This training can be delivered by our SENDCO or senior staff or by specialists from outside agencies. This takes place during INSET days, specific training courses off site, through regular staff meetings and also through observation and feedback sessions – both from school staff and from specialist, such as speech and language or occupational therapy. Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge.

My Wynne, our SENDCO, holds the qualification necessary to be a school SENDCO. We also have qualified Autism specialist teachers working within the Resource Provision. Governors and senior leaders are regularly updated on local and national developments and of statutory responsibilities through attendance at training and cluster meetings. In addition, the SENDCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

11. Will my child with SEND be included in activities available to those in the school who do not have SEND?

Activities and educational visits are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

We provide transport for children who would struggle to travel on public transport. Extra curriculum activities are provided for SEND pupil's e.g. swimming or soft play at East London Gymnasium Centre

12. How accessible is the school environment?

Our school site is all on one level. Facilities we have include:

- Ramps into school to make the site accessible to all.
- Toilets adapted for disabled users.
- Double doors in some parts of the building.

We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan available on our school website. As a school, we are always happy to discuss individual access requirements.

13. How will you consult me about my child with SEND and involve me in their child's education

Involvement of parents is a strong feature of the Code of Practice, the SEN Toolkit, SEN and Disability Act and the Green Paper for Education 2013. It is vital that schools are clear about how they can keep parents involved. We are keen to foster strong relationships with all our parents and understand that this strong relationship can only help improve outcomes for the children. Parents are involved in a number of ways at Calverton Primary School. They include the following:

- Each child is provided with a home-school diary, which your child will bring home daily so that comments from both the teacher and parents can be shared. This can also be used to share weekly homework tasks.
- If your child is on the special needs register, they will have individual targets according to their need. These will be discussed and shared with you on a termly basis. The targets are set with the expectation that the child will achieve the targets by the time they are reviewed.

- If your child has complex special educational needs or a disability, they may receive additional funding or have an EHCP (Education, Health and Care Plan), which means that a formal meeting (an Annual Review) will take place annually to review your child's progress. The paperwork for the Annual Review and the EHCP dedicates a section to asking for parents/carers views.
- The school arranges regular parent workshops to help parents/carers gain understanding and ideas which can be implemented at home to support your child.
- We hold a monthly coffee session for parents of pupils with SEND where we offer training, support, and a chance to share ideas and feedback. These sessions are currently taking place remotely via Zoom. Please contact the school office for the link if you would like to join.
- Our Speech and Language Therapists make regular contact with parents to offer support and to find out how systems are working at home.
- Your child's class teacher will share information with you regularly in both formal and informal ways. These include through the formal annual school report, through parents evening sessions, as well as through telephone calls or informal discussions.
- You will always be consulted before a referral is made to a specialist service.

Parents are always welcome to make an additional appointment with the class teacher or with either Mr Wynne or Miss Griffin if they would like to discuss something in further detail.

14. How will you consult my child about their SEND and their education?

We always strive to include our children in decisions about their education. We do this through our school council and through various opportunities to ask children for their views across the school year. For our children with SEND, as part of the target setting and Annual Review processes, we always aim to include your child's views. Where this is difficult, or not possible, due to the child's communication level, adults who support the child will liaise closely with parents to consult.

Children with Social, Emotional or Mental Health needs may also have a Pastoral Support Plan. This plan is written in conjunction with all adults who support the child and will be discussed with the child too to ensure they understand the reason for the plan and the part they play in it.

15. What arrangements does the school make to support pupils transferring from or to another school?

At Calverton Primary School, we have a detailed admissions process, which includes an interview that we conduct with the parent/carer and the child who will be joining us. As well as key personal details, we also use this opportunity to discuss whether any child joining us has any special needs and how these have been met up until he/she joins Calverton Primary School. We also ensure that we discuss whether any external agencies have been involved in supporting our new children (and their families if applicable).

Where a child joins us later than the usual entry point in Nursery or Reception, good communication between their existing school and Calverton is key to a smooth transition. Where a child joining Calverton has an existing EHCP, the local authority will have consulted with us first and would have shared all key information ahead of their admission. Staff will aim to observe the child in the current setting where appropriate prior to admission. Mr Wynne and/or Miss Griffin will always hold a meeting with the current school and a transition plan will be developed as needed. This may include a staggered start to allow the child to settle, a transition pack being prepared with photographs or videos of the setting and the staff or a social story to explain new routines.

We also aim to ensure that all our children have a smooth transfer to the next stage of their education – whether that is a move to another primary school or as they move to secondary school. This could include 'taster days' at the new schools for our children, at which children with special needs are supported by a member of staff. When children are preparing for secondary school, we arrange visits for them to their new schools to support them and their parents for this transition. We liaise closely with staff of other schools

when children are transferring between schools, ensuring that all necessary paperwork is forwarded, and all the child's needs are discussed and understood. The SENDCO and/or Inclusion Lead attend the annual Borough SEN transition day where primary school SENDCOs meet with the secondary school SENDCOs to discuss vulnerable children's difficulties.

16. Who can I speak to if I have concerns or a complaint?

Your child's class teacher would be your first port of call to raise concerns. Mr Wynne, the SENDCO, and Miss Griffin, Deputy Headteacher and Inclusion Lead, can also be contacted via the school office. We are proud of the good relationship we have with parents/carers though do appreciate that there may come a time when a parent/carer has a complaint they may wish to raise with the school. Our school complaints procedure is outlined on our school website. This lays out clearly the various stages of any complaints made.

17. Where else can I access support for my child with SEND?

We are always happy to signpost parents to other organisations who can provide support and services for parents. Our regular SEND parent coffee sessions aim to share this information among parents. The Newham Local Offer webpage holds up to date information on a variety of services available to parents and can be accessed here:

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

One such organisation is the Special Educational Needs and Disability Information Advice and support Service, (SENDIASS) Newham (formerly Parent Partnership Services). This is a statutory service designed to support parent/carers, children, and young people 0-25, with issues relating to their special educational needs and disability (SEND) rights and provision. The support offered is free, impartial, and confidential, as the service works at arm's length from the local authority (LA). Support is given electronically, telephone and face to face meetings. SENDIASS will not share parent, carer, or young person's information with other professionals, unless we have explicit consent or there is a safeguarding issue. They can help with in the following ways:

- Knowledge, advice, and support based on SEND statutory process and duties
- Advice and support around SEN Support and all aspects of the education, health, and care plan (EHCP).
- Exclusions (where the pupil has an SEN).
- SEND Tribunal cases
- Meeting support.

If you are a parent/carer, child, young person or professional in need of advice or support you can self-refer by calling 0203 373 0707 or by emailing sendiass@newham.gov.uk