

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

Welcome to the SEND Information Report at Caldew Lea Primary School. You can find all the information you need about how we support children with SEND to ensure that they reach their full potential.

Introduction

Caldew Lea School is a mainstream school catering for children aged between 3 and 11 years. It provides a broad and balanced curriculum for all pupils which is differentiated to meet their individual needs.

Children may have SEN throughout, or at any time during their school career.

Curriculum planning and assessment take account of the type and extent of the difficulties experienced by children. The provision made therefore enables them to participate effectively in all classroom activities, in addition to the broader aspects of school life. Such children may need additional or different help from that given to other children in their cohort, in order to reach their full potential.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include providing short-term interventions as well as catering for long-term needs.

The school's Special Needs Coordinator (SENCO) is Mrs Turnbull.

All staff have a responsibility for SEN pupils. We work together to ensure the implementation of the SEN policy. Claire Little is responsible for the coordination of specific provision made to support individual children with SEND. Mrs Turnbull and staff discuss individual progress and highlight any areas of concern. Mrs Turnbull will liaise with outside agencies as required.

If your child has a Special Educational Need or Disability and you require further information about our provision please contact us on **01228 526611** or e-mail us at admin@caldewlea.cumbria.sch.uk

The school's SEND Information Report links to Cumbria County Council's Local Offer.

What is the Local Offer?

The Local Offer will provide parents/carers with information about how to access services in this area and what they can expect from those services. This information can be found at

www.cumbria.gov.uk

The Local Offer will let parents /carers and young people know how schools will support them and what they can expect across the local setting.

Caldew Lea Contribution to Local Offer

Below are a series of questions often asked about SEN provision in school.

Hopefully these will answer any queries. However if you have any further queries please contact Mrs Turnbull, (SENCO) or Claire Little, Head Teacher (HT)

What kinds of SEN are provided for at Caldew Lea School?

The broad areas of SEND are
Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health Difficulties
Sensory and/or Physical

HOW DO WE KNOW IF A CHILD NEEDS EXTRA SUPPORT?

- We work with families, outside professionals, feeder nurseries and schools, as required to identify children with additional needs before they start school.
- Concerns are raised by parents/carers, teachers or the child.
- Progress being made is limited.
- There is a change in pupil's behaviour.
- Progress meetings (which are held regularly between Class Teachers and the Head Teacher) identify lack of progress and/or specific needs.

We do not identify children as having special educational needs unless we are taking action that is additional to or different from that which goes on in the classroom as part of our differentiated approach. Children receiving support are identified on the school's Provision Map which records the interventions and costs involved.

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

- Parents/carers should speak to the Class Teacher in the first instance.
- The SENCO and Head Teacher are also available to discuss any concern.

HOW WILL CALDEW LEA PROVIDE SUPPORT FOR PUPILS WITH SEN?

Each pupil's education is planned by the Class Teacher. This will be differentiated to suit each pupil's needs.

- The Teacher / Teaching Assistant (TA)/ Senior Teaching Assistant (STA) or Higher Level Teaching Assistant (HLTA) may give additional support in class.
- A TA/ STA/ HLTA may be allocated to work with the pupil, 1:1 or in a small group. Sometimes this help is given outside the classroom.
- These interventions will be discussed with parents/carers and, if appropriate, the child. They will be recorded on the school Provision Map which details the interventions and costs involved.(Interventions are regularly reviewed/assessed to ensure effectiveness)

Regular meetings to discuss children's progress ensure interventions are continuously reviewed and children receive the support that they need.

- An Action Plan /Individual Education Plan (IEP) may be drawn up which details who will be responsible for delivering the agreed actions and the expected outcomes of these actions. These Action Plans will be shared with both parents and children. Group Action plans may also be used.

- The Action Plan will be reviewed by all involved regularly. It may be decided that advice from professionals from an external agency is needed.

The SENCO will make a referral by completing an Early Help Assessment (EHA) and include Action Plans and minutes of any meetings. Professionals from outside agencies will then be involved in future action.

Plans and Reviews.

If those involved decide that the child's needs may be best met through an Education, Health and Care Plan (EHCP), the SENCO will make an application to the Local Authority. Parents will be involved at all times.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- When a pupil has been identified with special needs their work will be differentiated according to individual needs (by the Class Teacher) and the school SENCO informed. Support staff may be allocated to target specific needs, as required. (Also see [HOW WILL CALDEW LEA PROVIDE SUPPORT FOR PUPILS WITH SEN?](#))
- Equipment such as writing slopes, a tablet, laptops, an ipad, pen/pencil grips, non slip writing mats are available to support pupils, as well as specific equipment for individual pupils (as required), e.g. big keys keyboard, stander, walking frame, wheel/ power chair.

If necessary, the curriculum can be adapted to meet the child's needs.

Outside activities, such as school trips /after school clubs, are accessible to all. A risk assessment will take place if required and where necessary. Where a pupil has additional/medical needs these are discussed fully with the parents/carer beforehand.

HOW WILL I KNOW HOW MY CHILD IS DOING?

At all stages of the SEN process, the school keeps parents fully informed. We take into account the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

- You can speak to the Class Teacher or SENCO.
- You will be able to discuss your child's progress at Parents' Evenings.
- You will be invited to attend review meetings.

HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

We very much value parental support. Additional support at home will help your child reach their potential.

- The Class Teacher and/or SENCO may suggest how you can support your child.

If a child has an I.E.P. suggestions for parental support will be recorded and discussed on a regular basis.

- Where outside agencies are involved, advice will be provided, either orally to parents, through reports or feed back from School Staff.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?

- The school offers a variety of pastoral support for all pupils. All members of staff are readily available to discuss issues/concerns.
- Pupils who are experiencing social, emotional or behavioural difficulties have access to support from our Nurture Practitioner.
- Pupils also have access to a Nurture Group if required.

Specific targets may be set in school and outside agencies involved if necessary, e.g. Educational Psychologist/CAMHS

- For those children with a medical need a Health Care Plan is drawn up in consultation with parents/carers and advice from the school nurse. All staff who are involved with the pupil are made aware of the plan.
 - Some staff are trained in the use of an epi-pen. When necessary, nominated staff will receive specific training to ensure school can provide the appropriate care.
 - Medicines are administered in school in agreement with parents/carers but only where a signed consent form is in place.
 - Many teaching and support staff hold a First Aid Certificate.
 - Some members of staff hold a current Paediatric First Aid Certificate.
- There is an appointed member of staff who has received training on the management of medicines in school.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Further expertise is accessed through the school's links with the Local Authority (L.A.) and outside agencies.
- The school works in partnership with many different agencies. This means that a plan of support can be developed to meet your child's needs, both in and out of school.
- Listed below are some of the outside agencies with whom we work collaboratively:

Barnardos

Child and Adolescent Mental Health Service (CAMHS)

Educational Psychologists (EPs)

Occupational Therapists

Parent Partnership Service

Physiotherapists

School Nurses

Health Visitors

Social Care

Specialist Advisory Teachers (Including Behaviour Support)

Speech and Language Therapists

WHAT TRAINING DO THE STAFF SUPPORTING CHILDREN WITH SEND HAVE, OR ARE HAVING?

- All our staff are involved in and committed to providing high quality education and support for SEND pupils. Please see the following -
 - Many of our staff have additional qualifications, training or expertise to support children with SEND:-
- ADHD ((Attention Deficit Hyperactivity Disorder)
- Art Therapy
- ASC (Autistic Spectrum Condition)
- Anger/Behaviour Management
- Counselling

Cerebral Palsy training
Communication Aid training
Dyspraxia training
Deaf and Hearing Impaired training
Deciphera training
Diabetes training
ELS
Emotional Needs research
Epipen Medication training
First Aid
Food Safety
Gifted and Talented
Good Together
Lexia
Makaton
Managing Medication
Manual Handling training
Maths Recovery
Maths Plus One/Two
Nurture Group training
PEXS (Picture Exchange System)
PIVATS (Performance Indicators for Value Added Target Setting)
Reading Intervention
Relax Kids
SEAL (Social and Emotional Aspects of Learning)
Sensory Suitcase
SMART Moves
Speech, Language and Communication
Structured Reading and Spelling Training
SULP/CHATT groups
Tracking Pupil Progress
If a need arises we endeavour to ensure staff receive appropriate training.

The SENCO attends half termly cluster meetings with SENCOs from other local schools where expertise is shared.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT ?

- There are designated points of entry and exit.
- All ground floor classroom entrances are wide enough for wheelchair access.
- There is wheelchair access to both the Reception classes and KS1 and KS2.
- The main entrance and exit doors benefit from a secure entry system.
- A toilet, including shower area, for the disabled, is situated in the Nursery.
There is a disabled toilet, hoist and changing facility available as required.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING CALDEWLEA PRIMARY SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- Staff liaise with feeder nurseries, previous schools and with receiving secondary schools to ensure a smooth transition.
- Where necessary, extra visits are arranged for particular pupils.
- Secondary School staff visit pupils prior to them joining their new school.

Enhanced transition programmes are put in place for all pupils with special needs.

Secondary SENCO's are invited to Y5 and Y6 review meetings.

- The SENCO/ Class Teachers liaise with the SENCOs from the Secondary Schools to pass on information regarding SEN pupils.

- When children with SEN move to, or from Caldew Lea School, the SENCO liaises with the SENCO of the other school to exchange information.

- In the Summer term all children (including SEND) pupils attend a transition session where they spend some time with their new class teacher within school. SEND children can have extra visits if needed. Support staff may be involved in this process.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

- The SEN budget is allocated each financial year.

- The Head Teacher and Governors meet regularly to agree how to use funds.

Money is used to provide additional support or resources to meet the needs of our children.

The allocation of finance and time is recorded in a Provision Map.

The effectiveness of the resources for SEN will be regularly monitored.

Pupil Premium Grants also support the pupil's learning.

If a pupil has an EHCP this can come with financial support.

HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- Decisions are made in consultation with the Class Teacher, SENCO and Head Teacher. These decisions are based on termly assessments and regular progress meetings.

Review meetings are held regularly to review IEPs and EHCP'S, any additional support and interventions will be evaluated and adjusted if required.

During a child's time at Caldew Lea, if further concerns are identified due to a pupil's lack of progress or well being, then other interventions may be considered.

HOW ARE CALDEW LEA SCHOOL'S GOVERNING BODY INVOLVED IN SEN PROVISION AND WHAT ARE IT'S RESPONSIBILITIES?

Our named SEN Governor is

The Governing Body does its best to secure the necessary provision for any pupil identified as having SEN.

The SEN Governor regularly meets with the SENCO and Head Teacher to discuss provision.

The SEN Governor regularly attends update courses and has contributed to policy writing.

The Governing Body has agreed with the Local Authority Admissions Criteria, which does not discriminate against pupils with SEN.

Further information can be obtained from Caldew Lea School SEND Policy and /or the Schools Disability Equality Scheme.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- You can contact the Class Teacher/ SENCO or the Head Teacher for further information.
- You can also access further information on the Cumbria County Council website.

Parents will be directed to the School's Complaint Procedure if they wish to make a formal complaint.