

SEND Information Report

Calder Vale St John's C of E Primary School

Address: Calder Vale, Garstang, PR3 1SR

Telephone: 01995 603016

Website address: www.caldervale.lancs.sch.uk

Age range of pupils: 4-11

Head Teacher: Helen Hesketh head@caldervale.lancs.sch.uk

SENCo: Liz O'Brien (NASC) lizobrien@scorton.lancs.sch.uk

Accessibility and Inclusion:

Calder Vale is a rural School set in beautiful grounds. It has substantial playing fields and open spaces as well as a tarmac playground. A bluebell wood borders one side of the school which lends itself to outdoor learning and activities. The present school building was opened in 1863, although many alterations and modernisations have subsequently taken place. The school has full wheelchair accessibility into the grounds and around the school as the school is on a single level.

There is a main public car parking area by the entrance of the school.

Information about the school is available on our school website in addition to our regular weekly newsletters. Letters and/or text alerts are sent to parents with additional information ie. School sports competitions etc. A community newsletter is hand delivered around the village each term.

All furniture is modern and age/height appropriate for the children in each class.

Specialist equipment and/or furniture is provided when necessary. School always seeks advice from clinicians and specialists (eg. Occupational Therapists/ Physio therapists) if specialist equipment is needed.

The school has a range of ICT programmes for pupils with Special Educational Needs. The school has provision for an ipad and laptop for each pupil. There are Multi Touch interactive screens installed in every classroom. We also have "talking tins", "speakeasy" microphones and headphones with attached microphones.

1. Identification and assessment:

Calder Vale provides "Quality First Teaching", with differentiated lessons and personalised learning for all children.

Early identification of children with SEND is vital to their learning and support provision. In school, the class teacher will raise any concerns to the parents at the earliest opportunity, in order to engage their active support and participation.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If despite receiving an individualised programme the child continues to make little or no progress in the areas of concern, the school will request help from external agencies.

If enough evidence has been collated by the school and the child's family, external support services, both those provided by the LA and by outside agencies, will usually see the child. The external specialist may advise teachers/parents on new strategies, provide more specialist assessment, give advice on the use of new or specialist materials, and in some cases provide support for particular activities. The external specialist may be involved in teaching the child directly.

Parents are always fully involved in the decision making process if it is deemed necessary for any external agencies to become involved. At this point a CAF may be initiated to identify areas of need and an action plan for moving forward with the continuum of need.

Any of the following may trigger a concern:

- Parent/carer/child
- Class teacher assessment
- Records from previous school
- Concerns raised by external agencies
- SAT results
- In –house assessments
- Pupil tracking

Parents may raise concerns about their child at any time with the class teacher, head teacher or SENCo. Outside agencies can also provide help with identification and advice on the correct provision and intervention strategies.

2. Additional Support and allocation of resources:

- The class teacher and SENCo will continue to assess and monitor the children's progress in line with the school's existing policy and practice.
- The SENCo and class teacher work with parents to plan appropriate intervention and support.
- The school ensures that all children will participate in all areas of the curriculum, as far as it is possible. The school assess all children and using the appropriate means and methods will assess children with SEND.
- The class teacher and SENCo can break down the assessment into small steps of progress in order to aid and provide detailed and accurate indicators.
- When sitting statutory tests, children with SEN may be granted additional time, have timed breaks, have a reader/1:1 support, have a scribe, sit the exam in a smaller group and in a quieter setting in order to aid concentration.
- Children can be screened for Dyslexia (Lucid Rapid Test), Dyscalculia within school and also be assessed by outside agencies such as Lancashire's SEND Services and Educational Psychologists.
- For children with Hearing or Visual Impairments or other medical needs, specialist support, training and equipment is provided by SEND Services, NHS (Diabetes Nurse, school Nurse etc.).

Allocation of Resources

The Resources Committee oversees the SEND budget. It is the responsibility of the Head Teacher, the SENCO and the Governor with responsibility for SEND to monitor the use of resources for the delivery of SEND provision, thus ensuring that every child at Calder Vale St John's Primary School receives her/his full entitlement. This is monitored using a Provision Map.

Both key stages have teaching assistants to facilitate the teaching of mixed age classes. This high adult – pupil ratio enables pupils with SEND to receive additional support by both teachers and teaching assistants.

Resources are allocated as follows:

- The SEND co-ordinator whose responsibilities include organisation of equipment, support for class teachers and liaison with parents and outside agencies. The SENCO attends local authority courses and business meetings and keeps staff informed about SEN matters.
- Specific children may be allocated support from outside agencies e.g. SEND Services (Lancashire support for SEND), Specialist Teachers, Educational Psychologists, Stepping Stones, CAMHs, ASSIST Trauma, Counselling services etc
- Teaching Assistant support.
- Intervention programmes.
- Materials and resources - these are constantly reviewed and updated.

For pupils with a current Statement of SEND or an Education and Health Care Plan, funding is delegated to the school from the LA. This funding is directed towards supporting the pupil to ensure that the provision specified in the statement is made, in fulfilment of governors' responsibilities. **Personal budgets** will be allocated to families of pupils with an EHCP. This personal budget will be an amount of money identified to deliver parts of the provision set out in the EHC plan.

- Families can request a personal budget as part of the planning process (of the EHCP or at an Annual Review)
- It can include funding for education provision
- School will ensure that any provision bought by the family, using a direct payment, will be provided on the school's premises (as stipulated by the SEN Code of Practice 2014 and Local Authorities).

3. Information about the school's policies for making provision for pupils with SEND.

The Governing Body

The school's governing body, in co-operation with the Head teacher, will determine the school's general policy and approach to meeting pupils' special educational needs for those with and without statements or EHCPs. They will establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governing Body has decided that children with special educational needs should be admitted to the school in line with the school's agreed Admissions Policy.

Governors are welcomed into school so that they can understand the ethos that we work to create. School is fortunate to have several governors who help in school on a regular, voluntary basis. The Governing Body reports annually about the effectiveness of the school's SEN provision so that parents are kept informed. Pupil confidentiality is maintained.

Our appointed **Special Educational Needs Governor** is invited regularly into school to meet the Head teacher and the SENCO to review the progress of our SEN provision. The SEN Governor is kept informed whenever local or national changes to the SEN Policy are introduced.

For the school year 2016/17 the School Governor with responsibility for Special Needs is **Mrs Helen Peters**.

The SEN provision map records the type of intervention a pupil receives. It records the pupil's progress following interventions.

We have a computer generated tracking system which tracks and monitors the progress of all pupils. All children's progress is tracked and monitored through the in-school tracking system and pupil progress reviews take place each half term. The school follows a graduated process of "assess, plan, do, review" in order to monitor the effectiveness of provision and interventions.

Assessment

Assessment is central to our planning for all pupils. In assessment we should:

- 1 Analyse the child's learning difficulty
- 2 Clarify the child's needs for different kinds of approaches or resources
- 3 Provide for those needs whilst continually assessing the child's progress.

Assessing special educational needs is not an end in itself but a first step to understanding and providing for the child's needs and monitoring the child's progress. It is vital to develop measures of progress for SEN pupils that are sufficiently sophisticated to recognise pupils' achievements, rather than emphasising their difficulties or disabilities.

Particular use is made of teacher assessment as well as:

- PIVATS – to assess progress of children working below National Curriculum levels/expectations.
- EYFS Profile completed and reported to parents in July of the Reception year.
- PIPS on Entry Baseline.
- Individual Progress Plans
- Individual Behaviour Plans
- PIPS years 1-6
- SATS Years 2 and 6
- Reading and Spelling ages recorded in Autumn, Spring and Summer terms.
- QCA Optional SATS Years 3 – 5
- Termly tracking in Reading, Writing and Maths
- Lancashire KLIPS (Key Learning Indicators of Performance)
- Specific SEN assessments.
- Assessment by outside agencies e.g. Educational Psychology Service, Specialist Teachers etc.

Assessment data is used to set pupil targets and to manage performance and achievement. Setting challenging, but realistic targets is essential to raising the attainment of SEND pupils. Assessment data will be analysed to monitor SEND provision and to plan for curricular improvements.

Plan

Parents are *formally* notified, and in collaboration with the pupil, class teacher and SENCo, agree on appropriate interventions or provision and expected outcomes.

Do / Monitoring

The class teacher, head teacher and SENCO monitor the achievement of SEND pupils through data analysis, lesson observation, collection of work samples, discussion with teaching staff etc.

Review Procedures

For all pupils on the SEND Register, there will be a review at least once a term to which parents will be invited and at which provision and progress will be discussed.

Individual plans and targets will be written and reviewed at least termly by the class teacher. These should focus on up to three or four key individual targets and should include information about:

- The short term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- Review date
- Outcomes- recorded at the review.

The SENCO will monitor the effectiveness of the targets in addressing the child's identified difficulties. Parents will be invited to review their child's individual targets.

Where a pupil has a statement of SEND or an EHC Plan, in addition to termly Individual Pupil Target reviews, the school in conjunction with the LEA carries out a statutory annual review. Parents and external agencies are encouraged to attend.

Where a CAF has been initiated and multi-agency involvement is required, a Team Around the Family (TAF) will be set up and reviews arranged to monitor progress and provision.

4. How does the school communicate with parents about how their child is progressing?

Reviewing and Evaluating Outcomes

Calder Vale holds termly parents meetings with a short report given to parents in the autumn and spring terms and a detailed progress report at the end of the summer term.

Review meetings for pupils with Statements or EHCPs are held annually with parents, the pupil (for an appropriate length of time in order for them to contribute to their own review) and any staff, medical or other professionals involved with the family. Parents receive copies of all relevant paperwork concerning their child.

Pupil Progress Reports are produced termly for each pupil and parents receive a copy, with the pupil receiving a “child friendly” target plan to keep in school.

These Pupil Progress Reports are produced termly in collaboration with the Class Teacher, the TA/LSA, SENCo and the pupil (if appropriate) and discussed with parents. The pupil’s targets are monitored and assessed termly (with flexibility for more frequent assessment if appropriate) and provision is evaluated.

The School operates an “Open Door” policy where parents can bring their concerns or questions to the Head teacher, Class Teacher or SENCo about their child.

Communication with Parents

Both the school’s website and the school’s prospectus provide details of all staff currently employed at the school. The School has two parent’s evenings a year to provide parents’ with an opportunity to discuss the progress of their child. School also operates an Open Door policy and parents are aware they can make an appointment to see a member of staff for a more detailed discussion about their child.

A parent questionnaire is undertaken annually for parents to record their views and suggestions. Parent View is also available on the website, which enables parents to give their opinion on aspects of the school.

5. Extra curriculum activities: how will children with SEND access these?

Keeping Children Safe

The Head Teacher carries out Risk Assessment where necessary and all Health and Safety issues are communicated to staff.

Currently, most children are transported to and from school on Lancashire County Council approved minibuses. Calder Vale School also has a minibus which also transports pupils to and from school, by arrangement.

If required, handover arrangements would be carried out by the Teaching Assistant/ Special Support Assistant or Class Teacher to the appropriate parent/carer in the playground. There are public car parking spaces outside the school gates.

There is always a member of staff on duty to supervise break times and lunchtime support staff to supervise lunchtimes. Teaching Staff are always on site to provide extra assistance when necessary.

Support is available in every class, but some classes have additional adult support if required.

Parents can access the Anti-Bullying Policy on the school’s website.

Extra-Curricular Activities

Calder Vale operates a free of charge Breakfast Club every morning from 7.45-8.45am.

There is registered After School Provision at “Scorton Kids’ Club”, which runs every school day, from 3.15pm-5.45pm. The cost is £7.75 per child per full session and £4 for half a session and both sessions include a healthy snack. The School mini bus can transport children from Calder Vale to Scorton.

There are opportunities for children to get involved in a variety of free lunchtime and after school activities, such as a gardening club, "Eco Warriors", Heroes Club and various sports clubs (football, dance, multi skills, tennis etc).

As it is a small school, all children in school are encouraged to help the new Reception and Nursery pupils settle into school in the Autumn term.

"Forest Friday" woodland Sessions are offered, free of charge, to all pre-school children on Friday mornings. Calder Vale has a daily nursery for all children aged 3-4. This provision is currently free of charge for 2016-2017 academic year.

Clubs and school trips are open to *all* children in the designated age range to that specific activity (i.e multiskills for all children in Reception and KS1 but not KS2). Parents of children with SEND are consulted and where appropriate, collaborate in the planning of any off site school trips. Prior notice of any visitors to school (for educational /sporting purposes) will always be given in advance to parents.

6. Support for improving the emotional and social development of pupils with SEND.

Health (including Health and Wellbeing)

If parents require their child to take prescribed medication, there is a signed agreement between parents/carers and the school which is kept on file. Medication is kept in a locked cupboard in the school office.

Care Plans are kept with SEND records and a copy is given to the class teacher. These are written with and reviewed termly with the parents .

All teaching and support staff are kept up to date with First Aid and Paediatric First Aid Training to ensure they are familiar with what action to take in the event of an emergency. More specialised training for the use of an EpiPen, diabetes or other health requirements is arranged for staff when the need arises. If a pupil has more complex needs, advice, guidance and, if necessary, training is sought from more specialised Health Care Professionals.

If parents (or staff) are concerned about the emotional health of their child, measures are taken to have a professional assessment and if necessary, to refer the pupil to a professional agency eg. ASSIST, CAHMS, LCATs etc. in order for the pupil to have the support they need. The SENCo has attended Mental Health First Aid training.

Working Together

Calder Vale St John's has an active school council who are elected every year by pupils of the school. They are involved in fundraising and sharing ideas about ways of improving the school and are involved in some decisions about proposed changes.

Pupils are involved in setting and reviewing of their targets for academic and social achievement

Parents can have their say about their child education and progress during Parent's Evenings, Annual Reviews and by talking to the class teacher, Head Teacher of SENCo.

Elections for the Governing Body are held when a vacancy arises.

Parents are invited to take an active part in the work of "The School Association" at Calder Vale. Membership is free and it organises many social and fundraising events to support the school.

When required, information evenings given by relevant voluntary or support agencies are held for staff, governors and parents.

Behaviour Modification:

By using behaviour modification strategies teachers can help children with emotional and behavioural difficulties to achieve realistic goals and build a positive self-image.

Each teacher has his/her own style of rewarding individual achievement and appropriate social behaviour. However, there is a core of common methods recognised and practised throughout the school, these include:

- a) house points, stickers, ink stamps, tokens etc. for immediate reward
- b) verbal praise from teachers/ staff or the headteacher.
- c) Lead Learner of the Week, Head Teacher's Award for special achievement.
- d) SEAL/Circle time activities for self-esteem and for reinforcing appropriate behaviour.
- e) School pets- taking responsibility and caring for them.
- f) Year 6 Play Leaders help to organise playtime activities for pupils. These help the pupils stay active and provides cooperative and structured activities during lunchtime play.

Although it is important to provide positive reinforcement, particularly for pupils with SEND, the need for sanctions is also recognised. Details of these can be found in the school's Behaviour Management Policy. Outside agencies (eg. Stepping Stones PRU) are consulted if behaviours are not modified by the strategies carried out in school. These intervention teams can provide support and advice for staff and families to provide consistency for the pupil.

What help and support is available for the family?

The Head Teacher, Class Teacher or SENCo can offer help with school forms if it is required. The school website and newsletters provides information on upcoming events or on useful information to parents.

There is information on the website on E-Safety, and school recently held a workshop for parents and pupils to attend.

If a Travel Plan was required for a pupil, the Head Teacher, SENCo and Class Teacher would be responsible for its organisation.

There are links from the School's website to the Lancashire Website and Local Offer, Parent Support Groups etc. to help signpost parents to any support they may need.

Our "Open Door" Policy enables parents to have an informal "chat" if they need support at any time.

Transition to Secondary School

From year 4 onwards children visit our local secondary schools for themed sessions (for example art, music, science, ICT etc). Calder Vale St John's C of E Primary School is closely linked with the secondary schools for sports competitions.

Each summer year 6 pupils visit their new Secondary School for a "transition" day and participate in taster sessions. Teachers from the Secondary Schools also visit the pupils in their school to make their transition easier.

If the child has SEND, additional arrangements are made by the SENCo with the Learning Support Manager at the new Secondary School. It will be arranged for the child to visit the school before "transition day", either with the parents or two members of staff (TA, SENCo). This can put the child and the parents at ease as it is a more personal approach, and makes transition from year 6 to year 7 easier.

7. How does the school adapt the curriculum and learning environment for pupils with SEND?

Calder Vale is a small rural school but which boasts a large outside space including a wooded area used as part of our "outside learning" environment. As a school, we understand that children are individuals who respond to different ways of learning. Our Christian ethos alongside the nurturing atmosphere in the school provides all children with a caring setting in which they can develop.

We recognise that inclusion is an ongoing process that celebrates diversity and removes barriers to learning. Age, ability, gender, ethnicity, language and social background should not become obstacles to learning.

Children have different educational needs: they require a range of strategies to support learning and may acquire skills and knowledge at different rates. Teaching arrangements are flexible, in order to make best use of the skills and resources available in meeting the diverse needs of our pupils.

In recognising the needs of all children, the school differentiates programmes of work to accommodate requirements of SEND pupils.

Planning for pupils with SEND will be integral to all planning. Classroom approaches will follow the requirements of the new National Curriculum and the 2014 SEND Code of Practice to include:

- High expectations for every pupil
- Consideration for different learning styles of pupils
- Setting appropriate assessments to set targets which are deliberately ambitious but achievable.
- Breaking difficult tasks down into small steps so that pupils can experience success
- Using practical work where possible
- Using co-operative work for pupils to develop learning and social skills
- Emphasising conversation and discussion in learning
- Considering the level of concentration of individual pupils
- Planning the written demands made on pupils

8. Staff training/expertise.

Staff undertake regular in-service and local authority training. Further knowledge and advice about SEND is sought where appropriate. School also recognise the need to train learning support assistants who play a valuable role in supporting children in class. The SENCO keeps staff informed of current local and national developments. She attends the local authority termly Cluster Meetings and other appropriate training. INSET requirements and priorities are considered annually by the SENCO, in consultation with the Head Teacher and in line with the Performance Management and Professional Development Policies and the School Development Plan. All staff are consulted during policy reviews and useful discussions help to inform our policy and practice.

Support Services and External Advice

Within our school we are fortunate to have a range of expertise and experience. However, there are learning difficulties that we are not qualified to address and we would choose to call in expert advice from outside agencies. School is able to contact specialist advisers from SEND Services, who offer expertise in:

- Sensory Impairment
- Communication
- Significant Learning Difficulties
- Emotional, Social, Mental health and Behavioural Difficulties
- Pupil Counselling.

In the past we have had support, advice and training from the

- Preston and District Dyslexia Association (PaDDA)
- Hillside Specialist School.
- Occupational Therapists
- Speech and Language Specialists
- Physiotherapists
- Educational Psychologists
- Specialist Teachers eg. Dyslexia and Autism