

Calverton Primary School



SEND Information Report

SEND INFORMATION REPORT

As part of the Children and Families Act 2014, Local Authorities are required to publish a SEND information report which sets out the support that is available for children and young people with special educational needs disability (SEND) and their families in the local area.

Newham's SEND information report is available on the Newham website and tells parents/carers how to access services in their area and what to expect from these services. Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

SEND INFORMATION REPORT

Calverton Primary School is a primary school of 471 pupils aged 3 -11 years. It is a single storey building with two large playgrounds. Calverton is an inclusive school with 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.

The school provides for a wide range of special educational needs

<http://www.calverton.newham.sch.uk/files/7614/4162/8812/Local Offer - school offer template.pdf>

Policies for identifying children and young people with special educational needs and assessing their needs

The SEND Policy guides the direction for the school's SEND provision development and considers actions to consolidate & reinforce current practices.

http://www.calverton.newham.sch.uk/files/2514/3169/4546/Special_Educational_Needs_Policy.pdf

The School's Positive Behaviour Policy outlines how behaviour is to be managed in school.

<https://www.calverton.newham.sch.uk/our-school/school-policies/>

The Public Sector Equality Duty Plan outlines the schools responsibility for equality. It states that the aim of the school is to prepare all pupils to live in a multi-cultural and multi-ethnic society in which all are equal as modelled by Calverton Primary School ethos, practices and policies. The school's 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 (Fostering Good Relations Between People)
- To ensure that all pupils are encouraged and given opportunities to achieve their full potential (Advancing Equality of Opportunity Between People)
- 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 (Eliminating Unlawful Discrimination, Harassment and Victimisation)

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.

Staff who support children with special educational needs and/ or disabilities in this school:

The class/subject teacher is responsible for:

- Ensuring that all the children have access to quality first teaching and that the curriculum is adapted to meet children's individual needs (also known as differentiation).
- Checking on the progress of every child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.
- Setting targets, sharing and reviewing these with parents during SEND reviews
- Ensuring that all members of staff working with child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all members of staff working with the child are supported in delivering the planned work/programme so the child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

The Special Education Needs Co-ordinator is responsible for children with special educational needs:

- To identify the SEND of individual pupils, with school staff
- To liaise with parents, and pupils
- To monitor and keep up-to-date SEN files and Inclusion Register
- To liaise with outside agencies, including support staff, educational psychologist, social services, school nurse, speech and language therapists, occupational therapists, physiotherapists and CFCS
- To seek Higher Needs Funding for specific pupils
- To prepare reports for annual reviews
- To co-ordinate annual reviews
- To complete LA documentation for annual reviews
- To co-ordinate SEND materials and equipment
- To review SEND and other relevant policies annually
- To liaise with other schools about all transferring pupils with SEND
- To keep up to date with national SEND legislation
- To keep up to date with local SEND developments
- To organise specialist interventions
- To track progress of children with SEND
- To help with the identification of SEND of individual pupils, with school staff
- To work with class teachers, advising on differentiating and providing for needs

- To provide appropriate interventions
- To attend SEND Network Meetings

The SENDCO will work closely with the staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENDCO and Head will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Resource Provision Manager (ASD) is responsible for:

- Coordinating all the support for children in resource provision , and developing the school's SEND policy to make sure all the children get a consistent, high quality response to meeting their needs in school.
- Advising staff on working with children with ASD
- To co-ordinate annual reviews
- To complete annual documentation for annual reviews

Ensuring that you are:

- involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how the child is progressing
 - part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. speech and language therapist, Educational Psychologist etc.
 - To provide specialist support for teachers and support staff in school so they can help your child (and other pupils with autism) to achieve their potential.
 - Organising training for staff so they are aware and confident about how to meet the needs of your child and others within the school.

ASD Teachers are responsible for:

- Planning a delivering learning programmes for groups of children
- Assess the progress of children using connecting steps and other assessing tools for children with Autism
- Advice staff on working with children with ASD
- Co-ordinate and Attend annual reviews
- Complete documentation for annual reviews
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. speech and language therapist, Educational Psychologist etc.
- To provide specialist support for teachers and support staff in school so they can help your child (and other pupils with autism) to achieve their potential

The Pastoral Support Manager is responsible for:

- Attendance, behavioural, pastoral and welfare issues and the induction of new arrivals.
- Monitoring and evaluating attendance and punctuality and developing strategies for improvement
- Supporting and working with pupils and families to maximize learning for individual pupils.

Learning support assistants with 1:1 responsibility for a child:

- Will be allocated to pupil with exceptional special educational needs and / or disabilities.
- Will welcome daily dialogue between parents and themselves on how a child's day has been through the use of a home school communication book or face to face communication with parent before and after school

The Head Teacher is responsible for:

- The day to day management of all aspects of the school this includes the support for children with SEND and/ or disabilities. She will delegate responsibility to the SENDCO, Resource Provision Manager and Class/ Subject Teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the governing body is kept up to date about any issues relating to SEND.

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Monitoring that necessary support is made for any child who attends the school who has SEND.
- Visiting the school to conduct learning walks to see the support given to children with SEND and being part of the process to ensure that children with SEND achieve their potential in school.
- Ensuring that all statutory requirements are met.

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?

- 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 provide details.
- Current children 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 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 re (i) progress and (ii) attainment on the internal school progress monitoring system. The SENDCO attends half 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) SME – social, mental and emotional 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 the 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.

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

If you have concerns about your child then contact your child’s teacher or Mr. Wynne the SENDCO (02074763076) and we will be able to advise you on what to do.

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

- We use the school’s progress monitoring system to record and report all our children’s progress. In addition, children who have been identified as having special needs are continually monitored.
- When pupils are identified as needing additional support to make the progress we expect, parents are informed and consent is sought for any interventions (i.e. ways we feel we can help the child) considered appropriate. Such interventions will be determined as per the processes outlined in this document. We always ensure that parents are kept informed of the outcome of any formal assessments, which are completed at least annually.
- 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.

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, ADHD will receive appropriate support depending on their particular need.
- 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 our children with High Needs Funding (see above for further information), 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 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. 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 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.
- 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.

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

- You can make an appointment with the class teacher or the SENDCO to discuss your child’s progress.
- Class teachers are regularly at the class room door (FS and KS1) or on the playground (KS2) at the end of the day if you wish to raise a concern about your child’s learning. Appointments can be made to speak in more detail to the class teacher or the SENDCO by visiting the school office.
- Pupil profiles will be shared with parents and targets discussed, encouraging parents to contribute towards the profile.
- You will be able to discuss your child’s progress at Parents Evenings.
- You will receive your child’s annual report
- You will be able to meet with the SENDCO/Resource Provision Manager/ASD Teacher at least once a year to discuss progress of your child at an annual review.

8. What support will there be for my child’s overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering social, mental and emotional difficulties:
These include:

- Members of staff such as the Class Teacher, Teaching Assistants, SENDCO, Pastoral Support Manager and Learning Mentor are readily available for pupils who wish to discuss issues and concerns.
- The Pastoral Support Manager runs nurture groups, targeting social skills, self-esteem, emotional and wellbeing.

Pupils with medical needs:

- If a pupil has a medical need then a detailed Care Plan is compiled by the SENDCO/Resource Provision Manager 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.

The agencies used by the school include:

- Language Communication and Interaction Service
- Educational Psychologist
- Behaviour Support Service
- 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
- Child Development Service

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

It is explicit and implicit in Section 317 Education Act 1996 that Governors and school staff keep fully informed about developments in special educational needs. The TDA Professional Standards for Teachers also require staff to be well skilled and aware of local and National developments; how this is done has to be included in the policy. SENDCOs must undertake national SENDCO training (within three years.) The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher / SENDCO. The SENDCO and Head Teacher will keep fully up to date about special educational needs issues 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.

Other teaching staff will be kept up-to-date informally by SENDCO and formally at staff meetings and training. Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge.

11. How will my child be included in activities outside the classroom including educational visits?

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 pupils e.g. soft play at East London Gymnasium Centre

12. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

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. (see policy)

13. Arrangements for consulting parents of children with SEND and involving them in their child's education

Involvement of parents is a strong feature of Code, 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. Parents are involved in a number of ways at Calverton Primary school. They include the following:

- Termly Newsletter
- Parents Evening
- Annual Reports
- Home/ School record books
- Whole school events & Performances
- Annual Review Meeting
- New Pupil Induction Meetings
- Transfer meetings to a new Key Stage
- Review of pupil profiles and the target setting process
- Sports Days
- Seeking parent & pupil views and concerns through annual parent /pupil surveys and questionnaires
- School website
- Family support worker

- Early Years Screening home visits programme
- Parent Coffee Mornings

14. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

The Positive Behaviour policy of Calverton Primary School was reviewed in 2017

At Calverton we adopt the following values in our school life

Democracy and having your say

Rules and consequences

Freedom and responsibility

Respecting others

Fairness and tolerance

Furthermore the School upholds that everyone's responsibility is to ensure that their behaviour does not prevent others in this regard.

Through our behaviour policy and our management of behaviour

We aim:

- For the Positive Behaviour Policy to be supported and followed by the whole school community – parents, teachers, pupils and governors.
- To foster a caring, nurturing atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes to promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To celebrate good behaviour, by providing a range of rewards for pupils of all ages and abilities.
- To make clear to pupils the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow.
- To resolve behavioural problems by adopting a restorative justice approach.
- To ensure consistency through the use of the Behaviour Ladder across the school.
- Whilst this Positive Behaviour Policy applies to all pupils, careful consideration must be 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

The aim of the policy is:

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.

15. Arrangements for supporting children and young people who are looked after by the local authority and have SEND

Arrangements are in line with other children on the Calverton SEND Register with adjustments made in light of additional guidance in the SEND Code of Practice. These are described below:

Children who are being accommodated, or who have been taken into care, by a local authority (i.e. under section 20, or sections 31 or 38 of the Children Act 1989) are legally defined as being ‘looked after’ by the local authority. Local authorities have particular responsibilities for these children and act as a ‘corporate parent’. The local authority must safeguard and promote the welfare of all children they are looking after. All maintained schools and academies and free schools must appoint a Designated Teacher for looked after children. At Calverton, this is Caroline Crompton Head teacher. The Designated Lead is expected to work closely with the SENDCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff. Local authorities must promote the educational achievement of the children they look after, regardless of where they are placed.

Transfer – how do we help our children to ensure a smooth transition to Calverton Primary School Primary School and a successful transfer to a new school?

- New Admissions - 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).
- Schools within the Borough will always ensure that we are advised of any support that a child with special educational needs has been receiving to date, and will contact our SENDCO.
- Transfers to another school – At Calverton Primary School, we aim to ensure that all our children have a smooth transfer to the next stage of their education as they move to secondary school. Support includes ‘taster days’ at the new schools for all our children, at which children with special needs are supported by a member of staff. In addition, children with special needs attend additional ‘taster days’ in small groups, and with the support from their key workers or any additional adults.
- Our SENDCO also ensures that he liaises with the new schools that pupils with special needs plan to attend, to facilitate a smooth transfer. High Needs Funded children with autistic spectrum disorders are provided with an individually tailored ‘communication passport’ for their new school to ensure that their needs are met on transfer.
- The SENDCO and Resource Provision Manager attend the annual Borough SEN transition day where primary school SENDCOs meet with the secondary school SENDCOs to discuss vulnerable children’s difficulties.

16. The contact details of support services for the parents of SEND, including those for arrangements made in accordance with section 32

Complex Needs and Dyslexia Service

Brampton Primary School
 (Group Manager-Raj Mistry)
 020 3475 2311

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raj.mistry@newham.gov.uk

Language Communication Interaction Service

Lathom Junior School

(GroupManager-JudyRoux)

020 3373 3837

judy.roux@newham.gov.uk

Sensory Service

New Tunmarsh Centre

(GroupManager-DavidCanning)

020 3373 8372

david.canning@newham.gov.uk

Educational Psychology Service

Building 1000

Acting Principal Educational Psychologist

02033732725

valerie.jackson@newham.gov.uk

Acting Principal Educational Psychologist

02033732725

don.ford@newham.gov.uk

Special Educational Needs Section

Building1000(GroupManager-Andrew Blow)

020 3373 1810

andrew.blow@newham.gov.uk

Behaviour Support Service

New Tunmarsh Centre

(Interim Manager) Louise Bolton

020 3373 0935

louise.bolton@newham.gov.uk

Re-Integration

Group Manager – Kirsten Mcleod)

020 3373 4590

kirsten.mcleod@newham.gov.uk

Newham Parent Forum

Facebook: Newham Parent Forum

www.newhamparentforum.co.uk

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:
Your child's class teacher , the SENDCO, Resource Provision Manager , Assistant Head Teacher or The Deputy Head Teacher.

Early Years Foundation Stage-Ms Michelle Brunt

SENDCO - Mr Joseph Wynne

Resource Provision Manager – Mr Calvin Mathys

Assistant Headteachers - Michael Speed, Janette Bowtell

Deputy Head teacher – Mrs Jay Bull-Mannan,

Head Teacher – Mrs Caroline Crompton

School Business Manager – Mrs Sharon Teasdale

Pastoral Support Manager – Ms Nina Gill

Learning Mentor – Keely Gilbey

The SEND/Inclusion Link Governor

Mrs. Val Coster

Appointments can be made with any of these people through the school Office. **0207 4763076**