

Callowell Primary School.

Annual SEND Information Report.

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

This document will inform you of the types of support available for your child at Callowell Primary School. It will help you understand who can help and how this support can be accessed. Please refer to our SEN Policy, which outlines the purpose, nature and management of special educational needs within our school.

The *Children and Families Bill 2014* states that Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the Local Offer.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Gloucestershire Local Offer can be found here:

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

Roles and Responsibilities.

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

The SENDCo can be contacted through the school office on admin@callowell.gloucs.sch.uk, or on 01453 762962.

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

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

The kinds of SEND needs that we can provide for.

| Area of special need | Relating difficulties with |
|--|---|
| Communication and Interaction | <p>Attention/Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions and maintaining focus. • May have difficulties with motivation in order to complete tasks. • Have social interaction skills which are not always appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. <p>Understanding/Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language. • May need augmented communication systems. • May need repetition of language and some basic language needs to be use to aid their understanding. <p>Speech/Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary. • Ideas/conversations may be difficult to follow, with the need to request frequent clarification. • May have some immaturities in the speech sound system. <p><i>Grammar/phonological awareness may still be fairly poor.</i></p> |
| Cognition and Learning | <ul style="list-style-type: none"> • Language, memory and reasoning skills. • Sequencing and organisational skills. • An understanding of number. • Problem-solving and concept development skills. • Information processing. • Difficulty understanding and developing new concepts. <p><i>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia and dysgraphia.</i></p> |
| Social, emotional and behavioural | <p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation. • Behaviour difficulties. • Attention difficulties (ADHD, ADD). • Anxiety and depression. • Attachment disorders. • Low self esteem. |

| | |
|--------------------------------|--|
| | <ul style="list-style-type: none"> • Issues with self-image. |
| Sensory and/or Physical | <p>May have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Gross/fine motor skills. • Visual/hearing. • Accessing the curriculum without adaptation. • Physically accessing the building(s) or equipment. • Over sensitivity to noise/smells/light/touch/taste. • Toileting/self-care. |

How we identify that children have Special Educational Needs (SEND).

When children have already been identified with SEND before they attend our school, we liaise with the people who already know them, for example Pre-School staff, Family Support Worker, Health Visitor or the previous school, and we use the information already available to identify what their SEND will be in our school and how best to manage it. Children in our school are assessed regularly by the Class Teacher; both formally and informally. Class Teams (Class Teachers and Teaching Assistants) meet regularly throughout the academic year with a member of Senior Leadership to ensure all children are making good progress. Children whose progress and achievement fall significantly below expected levels will be considered for SEND intervention by the Class Team and SENDCo.

The next steps we will take if Special Educational Needs are identified.

If Special Educational Needs, or additional needs, are identified the Class Teacher or SENDCo will arrange a meeting with the parent/carer to discuss and plan the way forward. This may involve writing a support plan. At this point permission may be sought to engage outside agencies such as Speech and Language Therapists, Occupational Therapists, amongst others.

How to raise a concern if parents/carers think their child has SEND.

In the first instance, parents/carers should meet with the Class Teacher as they know your child best and have primary responsibility for their progress. If you still have concerns you are welcome to meet with SENDCo, or the Head Teacher. If you are still concerned, you can contact the SEND Governor.

How our school includes parents/carers in planning and reviewing support.

If parents/carers have concerns about the progress, attainment or welfare of a child they should raise their concerns with the Class Teacher. If concerns continue, the Class Teacher and/or the parent/carer should raise these concerns with the SENDCo. We will have an early discussion with the pupil and their parents when identifying whether a child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents'/carers' concerns.
- Everyone gives consideration to the views, opinions and wishes of the child.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Children on the SEND register will have either a My Plan or a My Plan Plus. Three times a year (October, February, May) parents will be invited to meet with the Class Teacher to help review their child's targets and contribute to planning new ones. Parents will be sent copies of the 'My Plans'. For children who have an Education, Health and Care Plan (EHCP) an annual review will take place once a year, involving the parents, pupil and any professionals who are involved. Children with an EHCP will also have a My Plan running alongside this, which will also be reviewed with the Class Teacher three times a year. Further to this, all parent/carers are invited to attend the Parent/Teacher evenings, which are held twice a year. Parent/carers may arrange to discuss any concerns with the Class Teacher or SENDCo at other times, by appointment.

How our school involves children with SEND in their education.

Children have daily conversations with adults about their learning. Children are aware of their targets and their progress towards them. We involve children in the review process, by collecting their views on their strengths and needs (what helps them and supports them with their learning).

How our school teaches and supports children with SEND.

Class Teachers are responsible and accountable for the progress and development of all of the pupils in their class. Callowell Primary School is committed to a 'quality first teaching' approach which means that lessons are adapted appropriately (achievable work is set for pupils/groups depending on their ability) according to the levels of need within each class. Class Teachers identify specific work/interventions for pupils within their remit and, according to the specific needs of the children, identify adapted groupings, timetabled support from a Teaching Assistant or access to different tools or materials. Children on the SEND register will have specific outcomes and have their needs identified, support planned and steps for progress. Small group and individual sessions are also timetabled (according to the child's specific needs). These may take place in the classroom or in other learning areas around the school. We have a team of Teaching Assistants who are experienced in and/or trained to deliver interventions. These interventions are listed at the end of the document.

Teaching Assistants will support pupils in small groups when a group of children have been identified as needing support in the same area of learning, for instance to develop understanding of a mathematical concept or spelling strategy, promote friendship groups or develop social skills. Teaching Assistants will also support pupils on a 1:1 basis when their needs indicate that they need this level of support to facilitate academic or social inclusion. This may be for physical, academic, behavioural or sensory reasons (or a combination of these). Inclusion and independence is encouraged at all times but we recognise that some children may need short- or long-term support to achieve this. If a child has an EHCP this will

state the type of support they will need and the rationale and purpose for this. For children with an EHCP there is additional involvement of outside professionals whose advice is then targeted for the specific child in order to aid them in their next steps of learning.

How we adapt the curriculum and learning environment for pupils with SEND.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it for example by grouping, 1:1 work, teaching style, content of the lesson amongst others.
- Adapting our resources and staffing.
- Using recommended aids such as laptops, coloured overlays, visual timetables, sloping boards amongst others.
- Adapting our teaching for example by giving longer processing time, pre-teaching of key vocabulary, cueing children in amongst others.
- Grouping for some lessons.
- Seating arrangements.
- Sensory/calming areas.
- Using multi-sensory teaching methods to engage all learning styles.
- Providing a wide range of extra-curricular activities and clubs to promote inclusivity and to celebrate a wide range of talents and interests.

How we make the school accessible to children with SEND.

Accessibility within our school grounds is broadly good; we have a downstairs classroom with wheelchair access and an accessible toilet. If you would like more information then please refer to the Accessibility Plan on the website, or please request a copy from the school office.

We aim to ensure that all children with SEND have equal access to all aspects of school provision including extra-curricular activities. All school trips, including residential trips, are available to all pupils with additional SEND provision being made where needed.

SEND stages and terminology.

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

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

Wave 1.

Describes inclusive quality first teaching which takes into account the learning needs of all learners. This universal provision includes teachers providing adapted work and creating an inclusive environment. Learners whose needs can be met through Wave 1 intervention alone need not be identified as having SEN and the SENDCo is unlikely to be involved.

| <i>Cognition and Learning</i> | <i>Communication and Interaction</i> | <i>Social, Emotional and Mental Health</i> | <i>Sensory and Physical</i> |
|--|---|---|---|
| Adapted work Simplified instructions Targeted support Visual aids Modelling Now and Next boards | Simplified instructions Prompts Talk partners Adapted work Targeted support Modelling Visual timetables | Structured routines Targeted support Whole school behaviour policy Whole school reward and sanction systems PSHCE lessons | Adapted work Targeted support Access to ICT Pencil grips Sloping board Footrests |

Wave 2.

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

| <i>Cognition and Learning</i> | <i>Communication and Interaction</i> | <i>Social, Emotional and Mental Health</i> | <i>Sensory and Physical</i> |
|---|---|--|--|
| Additional reading Maths booster sessions Phonics booster sessions Literacy booster sessions Codebreakers | Listening skills Social skills Group game activities NELI Early Years TalkBoost | Social skills Time to Talk sessions NELI Early Years TalkBoost Group games Yoga Bear cards: emotions | Fizzy programme Handwriting support Dough Disco Wobble cushions Sensory toys |

Wave 3.

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

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

| <i>Cognition and Learning</i> | <i>Communication and Interaction</i> | <i>Social, Emotional and Mental Health</i> | <i>Sensory and Physical</i> |
|---|--|--|---|
| Codebreakers Personalised timetable Personalised curriculum 1 to 1 Maths/Literacy support 1 to 1 specific learning support Coloured overlays | Listening skills Widgit programme 1 to 1 support Visual personalised timetable Speech & Language activities Colourful Semantics | Social stories Personalised behaviour programmes Personalised reward and sanction strategies Drop in sessions Lego Therapy 1 to 1 support Mind Up Curriculum Time to Talk programme | Hand strengthening exercises Fizzy programme 1 to 1 support Swimming support NESSY touch typing |

Education, Health and Care Plan (EHC Plan)

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

How we assess and review pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycles of *assess, plan, do, review*.

The Class Teacher will work with the SENDCo to clearly identify the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Formal and informal assessment, both summative and formative.
- Their previous progress, attainment and behaviour.
- Other teaching assistants'/teachers'/specialists' assessment, where relevant.
- The individual child's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.
- Advice from external support services, if relevant.
- Classroom/pupil observations.

All assessments and progress will be reviewed regularly.

All Teachers and support staff who work with the pupil will be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Monitoring and evaluating the success of the education provided for pupils with SEND.

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

- Regular observation of teaching by the Head Teacher and members of the Senior Leadership Team.
- Analysis of the progress and attainment of different groups of pupils with SEND.
- The views of parents and the pupils.
- Monitoring by the Governing Body/Mr David Horscroft.
- Regular meetings between SENCo, class teachers and teaching assistants.
- Reviewing pupil's individual progress towards their goals each term.
- Reviewing the impact of interventions each term.
- Using provision maps to measure progress.
- Holding annual review for pupils with EHCP's.
- Regular booklooks reviewing pupil's work.
- Regular Pupil Voice to gain the voice of the children.
- Outcomes of My Plans, My Plan Plus and EHCP's.

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

Our links with external agencies to support children with SEND.

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

- School nurse.
- Occupational Therapist.
- Speech and Language Therapist.
- Educational Psychologist.
- Consultant Paediatrician.
- Webster-Stratton Programme.
- Triple P course for parents.
- Special school outreach.
- SCAAPs (Stroud & Cotswold Alternative Provision School).
- CYPs (mental health).
- Physiotherapy.
- Teens in Crisis.
- Families First.
- School support and Monitoring Officers (Shire Hall).
- Barnardo's.
- Early Help, Families First Team.
- Inclusion Team (Shire Hall).
- Trailblazers.
- Health Visitors.
- Family Support Workers.
- Social care.
- SEN caseworkers (Shire Hall).

How we help with personal care when it is needed.

Within restrictions of resources available, additional support may be offered to help children who lack basic skills in personal care. Children who need additional support with areas such as toileting with have an Intimate Care Plan which is agreed with parent/carers. Please see the Intimate Care Policy on the website or alternatively request a copy from the school office, for further information.

Medicine management.

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

How we support with social and emotional needs and the pastoral support we offer.

The quality first teaching of PSHE, in all year groups, supports social and emotional learning, within classrooms. Pupils with SEND are also encouraged to be part of

clubs to promote teamwork and friendship building. The SENDCo, Head Teacher and all Teaching staff, including Teaching Assistants, can provide support for children with social and emotional needs, offering pastoral support and 1:1 or group activities to enable children to integrate as fully as possible into the life of their class and school. These interventions include Lego Therapy, Mind Up Curriculum, Social stories, Comic strip conversations and use of the school dog who visits weekly. For some children, where a need is identified, a regular 'time to talk' session with an adult is timetabled. Any concerns are logged confidentially by staff on the CPOMS system. Where further support is needed, the SENDCo may refer pupils to Child and Adolescent Mental Health Service (CAMHS) or for outside counselling support. Parents/carers are encouraged to discuss any concerns, initially with teachers or teaching assistants and if these concerns continue with the SENDCo or Head Teacher.

How we support with concerns around bullying.

Here at Callowell Primary School, we have a robust response to any concerns regarding bullying. If you would like to find out more about this then please refer to the Bullying and Behaviour Policies on the school website, or alternatively please ask for a copy of these from the school office.

Access arrangements for children with SEND for facilities and extra-curricular activities that are available to all children.

All of our extra-curricular activities and school visits are available to all our pupils, including our wrap around care. All pupils are encouraged to go on school trips, including any residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops and any enrichment activities provided by our school. No pupil is excluded from taking part in these activities because of their SEND. Under the Equalities Act, children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Callowell Primary School complies with its duties under this act and upholds an ethos of inclusion for all pupils. Specialist advice, support and training is sought whenever it is needed. Risk assessments are undertaken where needed and additional support provided where necessary to ensure positive inclusion.

How we welcome children on entry into our school and support them with transitions.

If a child transfers to us from another school, we liaise closely with their previous school to establish needs and previous interventions and support. The child will be offered the opportunity to visit our school in advance, either with parents or to spend some time in the receiving class. Parents will have the opportunity to meet with the Class Team at an early stage to develop links and ensure our school is fully informed of the child's history and needs. When we transfer, we forward all the documentation and data, and will contact the receiving school in advance to share key information.

On transfer to Secondary school, the Class Teacher and SENDCo always meet with the year group tutor and/or SENDCo to discuss needs. Induction days and transition

plans are encouraged for all children and additional arrangements may be made for children with SEND. The school follows county protocol if we have to manage a transfer to another school following an exclusion.

Special arrangements for exams.

During SATs, or other formal assessments, we may offer additional support such as: a scribe, additional time or working in a familiar location with an appropriate adult. This is all dependent on a child's needs.

Expertise and training of staff.

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

The role of the Governors, including the Governor for SEND.

Governors have an overview of the SEND Policy and are involved in monitoring provision and resources for children with SEND. The Governor for SEND, Mr David Horscroft, will visit the school and liaise with the SENDCo and Head Teacher.

Callowell Primary School's SEND Policy.

Please find the SEND Policy on the school website, alternatively please ask for a copy from the school office.

Further information for parent/carers and what to do if you have any concerns.

In the first instance, discuss any concerns with the Class Teacher. However, if you feel that they are still unresolved then ask to meet with the Class Teacher and SENDCo and/or Head Teacher.

If you remain dissatisfied then your concerns can be taken further in the form of a formal complaint. See our Complaints Policy, on our school website, for further information or alternatively ask for a copy of this from the school office.

The parent/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. Complaints about provision made by an EHCP, or refusal to issue an EHCP, can be made to the first-tier tribunal as a complaint against the Local Authority. In all cases, mediation is advised to reconcile differences at the earliest stage possible. Callowell Primary School is committed to

providing a happy, inclusive and successful education for all pupils and seeks to work with parent/carers to achieve this outcome.

Information about support services for parent/carers of children with SEND.

Other support and information for parent/carers can be found by contacting Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Gloucestershire: <https://sendiassglos.org.uk/> or Freephone: 0800 158 3603.

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