

Calmore Junior School SEND INFORMATION REPORT

Compliance

This document complies with the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2015)
- Children and Family Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- KCSIE 2025
- Working together to safeguard children



We acknowledge the Special Educational Needs (SEND) Code of Practice definition of SEND:

A child of compulsory school age or a young person has a learning difficulty or disability if they:

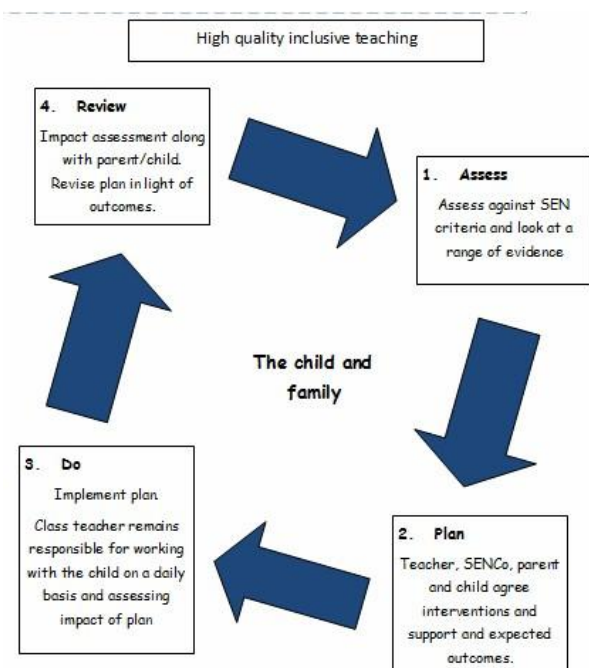
- (a) have a **significantly** greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child or young person who has Special Educational Needs or Disabilities (SEND) will call for special educational provision, which is **additional to and different from** that made for other children or young people of the same age to be made for them.

At Calmore Junior School we have an inclusive ethos where the 'whole' child matters. Every child, Every Chance, Every day! We have high expectations of all children and are committed to providing all children with a broad and balanced curriculum that will enable them to make progress from their individual starting points.

Within our inclusive environment, we cater for children with a variety of needs. The four broad areas of need include:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs



At Calmore we use a **graduated approach** to identifying and supporting children with SEND. Initial contact for any concerns should be with your child's class teacher, who will then consult with the SEND Co-ordinator (SENDCo).

Once a concern has been raised by staff, parents or outside agencies, the SENDCo will firstly look at whether the teaching and environment is meeting the needs of the child. Ordinary Available Practice is the biggest factor that will impact on the child's progress.

If teaching is meeting the needs of the children in the class but the child is not making progress, the SENDCo will start the process of assessing.

Assess

At this stage a range of evidence will be considered including:

- SEND criteria
- Reading age and spelling age

- Progress data
- Concerns raised by parent
- Concerns raised by teacher
- Liaison with external agencies (e.g. Educational Psychologist, Speech and Language Therapist etc.)
- Medical diagnosis through paediatrician.
- Work samples
- Observations of the child in class
- Attendance and behaviour data

From this evidence, a decision will be made about whether the child should be put onto the SEND register as SEND support. This will be in liaison with parents, the child and teacher. The SEND register is a document that is kept in school and is used to inform both class teachers and Senior Leaders that a child has identified educational, emotional or physical needs. Being placed on the register, ensures that the child gets the extra support that he/she may need.

Plan

- The SENDCo will work with the teacher, parent and child to devise a programme of support to address the concerns/area of need as well as clear outcomes and targets.
- The support may range from removing barriers to learning in class to structured interventions that take place outside of class.
- Targets are recorded by the class teacher or by the LSA who is running the planned intervention
- Individual children will require different levels of support in order to bridge the gap to achieve age expected levels.
- The SENDCo will oversee all support and progress of any child requiring additional support across the school

Do

- The class teacher is responsible for working with every child with SEND in their class to ensure that progress is made in every area.
- Learning Support Assistants (LSAs) work with all children either individually or as part of a group in English and/or maths as directed by the class teacher.
- Intervention programmes are planned by the class teacher, LSA and SENDCo. LSAs will carry these out for a limited time with either individuals or groups as directed by the SENDCo. Parents will be informed about which interventions their child is accessing via letter.

- If children are removed from class to carry out a planned intervention, the class teacher is still responsible for overall progress.

Review

- After a certain period (usually half a term), a review will take place to see what progress the child has made.
- The class teacher will use Parents' Evenings to discuss the child's needs, support and progress in detail.
- Parents will be informed of the impact of the support put in place.
- If the child has met the intended outcomes and it is thought that Ordinary inclusive practice will meet their needs, the child will be taken off SEN support. However, teachers will continue to monitor progress regularly.
- If this is not the case, the plan of support will be revised and the graduated approach will begin again.
 - **Communication**

We believe that a child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if a child has complex needs.

- School reports go home around Easter time and are followed by parent consultation opportunities with the class teacher in October and June.
- We offer an open-door policy where parents are welcome to make an appointment to speak with either the class teacher, SENDCo or Pastoral Team and discuss how their child is progressing.
- Teachers can offer advice and practical ways that parents can help children at home.
- If a child has an Education Health Care Plan (EHCP), a formal meeting will take place annually to discuss the child's progress. Parents, any outside agencies and school staff working with the child will be invited. A report will be written and submitted to New Forest SEN through the EHC Hub.
- For children who find transition challenging, a Transition Partnership Agreement (TPA) meeting can take place at key points of transition which would involve the relevant Calmore staff, parents and possibly staff from receiving schools.
- Our SENDCo is not class-based and is available to speak to parents by appointment. To book this, please speak to the office.

Assessment

- As a school we measure children's progress in learning against national expectations and age related expectations.
- The class teacher continually assesses each individual child using Assessment for Learning (AfL) and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods including looking at where children are compared to age related expectations, reading ages, completion of targets and/or Boxall Profiles.
- Children who are not making expected progress are identified through Pupil Progress Meetings. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- Children who are working outside of their year group objectives each have an Emerging Tracking Document which allows the teacher to pitch planning appropriately, set targets and to assess progress.
- The SENDCo reports to Governors (via the governor with responsibility for SEND) on a termly basis to inform them about the progress of children with SEND (special educational needs or disability). This report does not refer to individual children and confidentiality is maintained at all times.
- The SENDCo analyses data relating to children with SEND on a termly basis.
- The SENDCo evaluates interventions at least half termly and makes changes, in consultation with the class teacher, to enable children to make accelerated progress.

Well Being

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that a child having high self-esteem is crucial to a child's well-being and learning. We have a caring, understanding team looking after the children.
- All children are treated fairly and equally irrespective of any protected characteristics. Our school culture, ethos and values positively promote this, as does our curriculum. If an incident occurs with any child, it is dealt with according to our Behaviour Policy.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in his/her class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo or deputy head for further advice .
- The school has a policy regarding the administration and management of medicines on the school site, which can be found on the school website or a hard copy on request from the school office.
- Parents need to contact the school office and complete a form if medication is recommended by Health Professionals to be taken during the school day.
- On a day-to-day basis, the Welfare and admin officers oversees the administration of any medicines.
- All members of staff have regular training and updates of conditions and medication affecting individual children so that everyone is able to manage medical situations should they arise.
- All staff and pupils follow a clear reward and sanctions system that is designed to promote positive outcomes.
- If a child has behavioural difficulties, an Individual Support Plan (ISP) may be written alongside the child to identify the specific issues, put relevant support in place and set targets. This is shared with parents.
- Attendance of every child is monitored on a daily basis by the office team. Lateness and absence are recorded and reported to the Head. class teachers discuss attendance of key children on a regular basis
- There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry.
- If a child has a TPA (Transition Partnership Agreement) or EHCP his/her views will be sought before any review meetings.

Outside Agencies

- The school has good links with Forest Park Special School and The Clifford Centre Special School Unit for advice, training and integration programmes.
- The school has links with many outside agencies. These are involved when the school needs expert advice for children with both educational and non-educational needs. The school is supported by:
 - Educational Psychologist
 - Speech and Language Therapist
 - Occupational Therapist
 - Physiotherapist
 - Teacher Advisors for children with physical difficulties, visual impairment and hearing impairments
 - Behaviour Support Team
 - Outreach support from Forest Park Special School
 - Children's services
 - Locality Team
 - Child and Adolescent Mental Health Service
 - Ethnic Minority and Traveller Achievement Service.
 - Young Carers Group

- MHST
- Early Help Hub

Training

- Our SENDCo attends half termly meetings led by an Educational Psychologist (EP) for training or to discuss different strategies for support.
- All of our LSAs have had training in Assessment for Learning, delivering interventions and in behaviour management. As a team they meet weekly for regular training updates.
- LSAs are trained by Speech and Language Therapists, Physiotherapists and Occupational Therapists when appropriate.
- Staff are able to request training in specific areas if necessary.
- We may seek training for staff from external agencies when needed for individuals.

Curriculum

Work within class is pitched at an appropriate level so that all children are able to access it according to their individual needs. This may mean there are three or four levels of work presented in class at any one time. This is ordinary available practice

- Class teachers and LSAs work with all children during the course of a lesson and groups are flexible depending on the needs of the child.
- The benefit of this type of scaffolding and way of working is that all children can access learning and support at their own level.
- Every teacher is a teacher of SEND which means that teachers are constantly looking for ways to remove barriers to learning for children with SEND.
 - Ideas may include: Providing alternative ways of recording ,Breaking learning into small chunks , Providing support for key vocabulary , Providing concrete resources , Using different groupings , Visual prompts like pictures, flowcharts, storyboards etc.
 - Providing brain breaks
 - All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful, which sometimes means involving parents.

A risk assessment is carried out prior to any off site activity to ensure health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

School Environment

As a single storey building, all areas of the school are accessible for disabled pupils, including those in wheelchairs. There is an accessible toilet

Transition

Calmore has good links with local feeder schools and the Inclusion Managers/SENDCos from each school liaise prior to transition to discuss future provision for children with special educational and/or disability needs.

- If a child has an EHCP or TPA, in order to ensure smooth transition, the Inclusion Manager/SENDCo at Calmore attends Year 2 annual reviews/TPA reviews, and for those children moving on, the secondary school Inclusion Manager/SENDCo is invited to attend the child's Year 6 annual review/TPA review.
- Depending upon the need, the Inclusion Manager/SENDCo and/or LSAs might make several visits to the child's current school, both to discuss his/her needs and to meet the child.
- We write social stories or provide a Transition Booklet for children if transition is potentially going to be particularly difficult and we arrange extra pre-induction day visits to the next school.

Resources

- We have a team of LSAs part-funded from the SEN budget. They support all children in class during English and maths and also deliver intervention programmes designed to meet individual children's needs.
- Some of the LSAs may work 1-1 with a child if they have an EHCP but not always.
- We ensure that the needs of all children with SEND are met to the best of the school's ability with the funds available.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

Points of contact

- First point of contact is your child's class teacher to share your concerns.
- SENDCO- Miss A Hayter (P/T) contact via the school office email address or via the office
- Contact the school Admin Office to arrange to speak with a member of staff
- Look at the SEND or Behaviour policies on our website.
- Look at The Hampshire Local Offer website: [Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities](#)
- Contact IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk/ ● Contact with Louise Evans (Parent Support Advisor) can be made via the school.
- Contact the Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) via the website: www.hampshiresendiass.co.uk

Dealing with Complaints

Should a parent have a complaint concerning provision for a child with special educational needs, they should, at the earliest opportunity, speak informally to their child's class teacher first, followed by the SENDCO. Most issues are resolved at this informal stage but please see our Complaints Policy on the website (<http://www.Calmore.hants.sch.uk>) if there is need for a formal complaint.

Parents can also contact the Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) via the website: www.hampshiresendiass.co.uk or by email: hampshiresendiass@coreassets.com or by telephone: 0808 164 5504.