



Special Educational Needs Information for Caldecote Community Primary School

Address	Hallam Crescent East Leicester LE3 1FF
Telephone	0116 2824482
Email	senco@caldecote.leicester.sch.uk
Website	www.caldecote.leicester.sch.uk

Name of person to contact	<p>Mrs Fran Palmer (Assistant Head for SEND and Safeguarding) Postgraduate Certificate in Special Educational Needs Coordination</p>	
	<p>Miss Ellie Copeland (Assistant SENCo for Early Years and Year 1) Postgraduate Certificate in Special Educational Needs Coordination</p>	
	<p>Ms Pooja Shetye (SEND Governor) Contact can be made via the school office. office@caldecote.leicester.sch.uk</p>	

We are committed to inclusion, meeting individual needs and provision of the highest quality for all students. We encourage mutual respect and consideration as part of our school values of Care, Challenge, Persevere, Succeed.

We believe that every teacher is a teacher of every child including those with Special Educational Needs and Disabilities (SEND). We aim to work to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

Designated Specialist Provision (DSP) and Internal Alternative Provision (IAP)

We do not have a Designated Specialist Provision.

Internal Alternative Provision

We have an Internal Alternative Provision (IAP) which we call the 'Sunshine Room'. Children access this room for part of the school day to take part in interventions, target work or to use the continuous provision facilities in the room.

The room is for children who:

- Are waiting for a special school place
- Have significant communication, language or emotional needs
- Have an EHCP and / or additional funding

The children who use the room have personalised timetables and part of their school day is spent in the Sunshine Room. The interventions on offer include:

- Attention Autism
- Intensive Interaction
- Sensory Play
- Sensory Massage
- Interactive Play
- Number Time
- Music and singing
- Individual target work
- Continuous provision (learning through a child-centred approach)





The interventions and activities in the Sunshine Room are run by the children's 1:1 teaching assistants. Training for the teaching assistants is provided by the SENCos, specialist teachers from the Local Authority or through external training courses.

Caldecote is part of the Local Authority's IAP Network, and benefits from the sharing of good practice and training opportunities this provides.



Identifying Special Educational Needs

Caldecote provides for pupils based on their individual needs in the following areas:

AREA OF NEED	EXAMPLE CONDITIONS
Communication and interaction 	Autism spectrum disorder
	Speech and language difficulties
	Developmental Language Disorder
Cognition and learning 	Specific learning difficulties: including dyslexia, dyspraxia, dyscalculia
	Developmental delays
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health 	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
Sensory and/or physical 	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

What to do if you are concerned about your child?

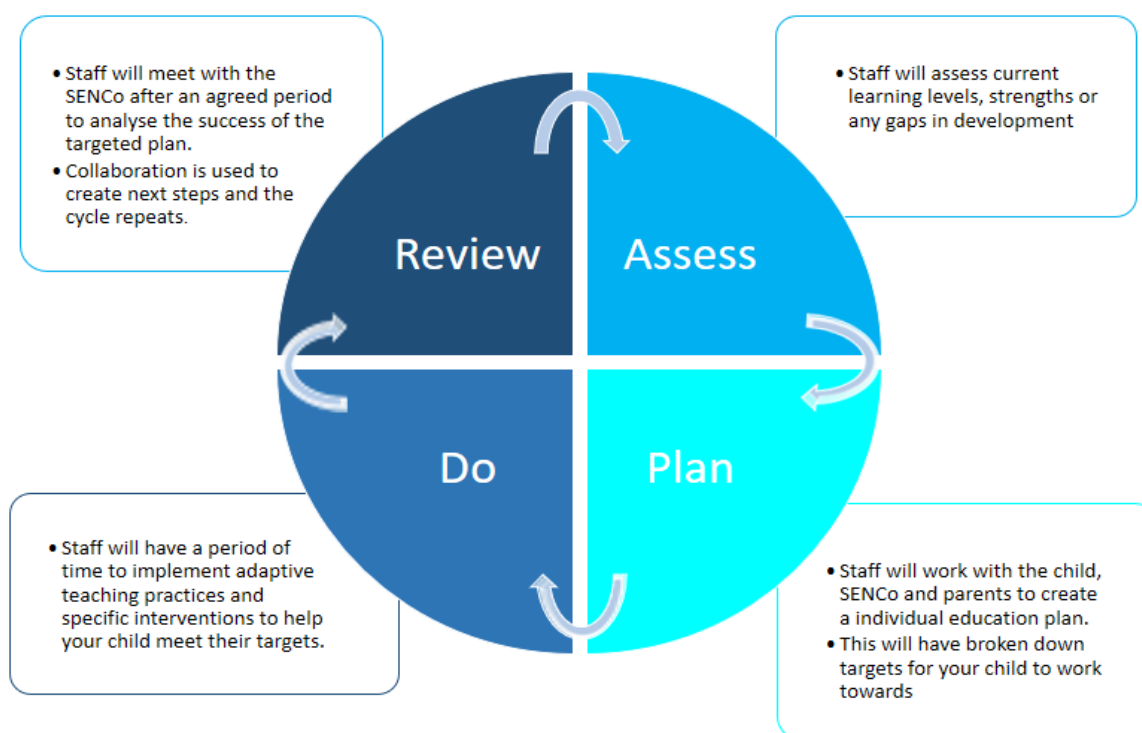
Tell us about your concerns	<p>Speak to your child's class teacher.</p> <p>This can be at the end of the day, in parents' evening or in a separate meeting (please speak to the school office to arrange).</p>
Review period	<p>The teacher will speak to the SENCo and will implement agreed strategies to support your child.</p> <p>After an agreed time, your child's progress will be reviewed.</p>
SEN Support	<p>If your child has not made the progress expected, the class teacher or SENCo will contact you to discuss and we may add your child to the SEN Register.</p> <p>We will then work collaboratively to ensure your child's needs are met.</p>

What will we do if we are concerned about your child?

Training	<p>All our teachers and support staff are trained to identify children who they feel may need extra support regarding their learning, communication or behaviour.</p>
Observation	<p>Through teacher observation and assessment results, the teacher will identify any gaps in knowledge or delays in the child's development. The teacher will make reasonable adjustments to help close the gaps.</p>
Review period	<p>The success of this extra help will be evaluated and if we feel that your child may have a special educational need, we will discuss this with you.</p>

What will support look like in school?

We will follow the graduated approach to meeting your child's SEN needs. The graduated approach is a four-part cycle of **assess, plan, do, review**.



Staff will support your child in a number of ways. Teachers are responsible for the progress of all children in their class and will respond to the needs of your child by ensuring they provide good quality teaching matched to your child's needs. If your child needs extra support, they may receive help in class or in an intervention run by a teaching assistant or teacher, either in a group or individually. Learning Mentors in each Key Stage ensure that children's social and emotional needs are provided for.

In order to meet the learning needs of all pupils, teachers adapt learning. They use multi-sensory teaching to meet individual needs and provide extra resources to support learning. Teachers meet with the SENCo regularly to review progress for all children with special educational needs and discuss how to effectively match the curriculum to their needs, both within the classroom and in interventions.

Resources will be provided for your child dependent upon their level of need. Advice from external professionals will also be acquired when needed. Resources may be a physical or technological resources aimed to make the classroom and learning more accessible.

How will I know what progress my child is making?



Parent Meetings

Parents' meeting will be held twice per year for all children. Your child's teacher will be available at the end of each day if you have any immediate further concerns.



Further Review meetings with professionals from other agencies if involved

You can speak to the relevant SENCo about specific concerns regarding your child by telephone or by calling into the school.



Targets will be set by the class teacher and shared with you. The target will include small broken down steps that will be achievable for your child.

The class teacher will be able to advise you on things you can do to support these targets at home

How will my child wellbeing be supported?

Our new school values of Care, Challenge, Persevere and Succeed help children to understand. All support staff support the children in making the right choice in line with our values.

Children learn about how to stay safe and keep themselves healthy in Personal, Social and Health Education lessons.

Learning Mentors in each Key Stage provide support and intervention for all children that need extra help maintaining friendships, staying safe or making right choices.

We employ a Family Learning and Parenting Coordinator (FLPC) to work with families and children who need extra support both in school and at home.

Our FLPC is also a trained ELSA (Emotional Literacy Support Assistant) who can help children to understand and manage their emotions through a targeted support programme.

We are committed to anti-bullying and hold the Positive Peaceful Places Award.

We use the services of a psychotherapist counsellor to work with individual children with social, emotional and mental health difficulties.

We work with a Mental Health Practitioner to support individual children with mental health concerns.

Parents are able to seek the advice of the school nurse around medical issues.

What specialist services and expertise are available at or accessed by the school?

Alongside our inhouse specialists mentioned above we maintain close contact with education support services. For pupils with more complex needs, any one or more of the following agencies may be involved:

Educational Psychology Service

- Educational Psychology Service

Special Educations Needs Support Service

- Learning, Communication and Interaction Team (LCI)
- Early Years Support Team
- Social, Emotional and Mental Health Team (SEMH)
- Visual Support Team
- Hearing Support Team

Effective working links are also maintained with:

- Community Health Service (including Paediatricians, Speech and Language Therapists, Occupational Therapists, Physiotherapists)
- Social Services
- Educational Welfare Service
- School Nurse

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

All teachers and TAs are trained by the SENCo to support children in the classroom with the types of special educational needs most commonly encountered. All members of staff have received training about attachment disorders and trauma, as well as Autism. The majority of our staff have received Team Teach training which teaches how to defuse situations involving challenging behaviour and how to restrain a child safely as a last resort.

All staff have yearly appraisals which enable them to highlight with Senior Leaders what training need they require. Certain members of staff have received specialist training to support children with needs such as Autism, ADHD, visual impairments, hearing impairments and physical disabilities (including intimate care). All staff take annual training to deal with medical issues such as epileptic seizures and supporting children with severe allergies.

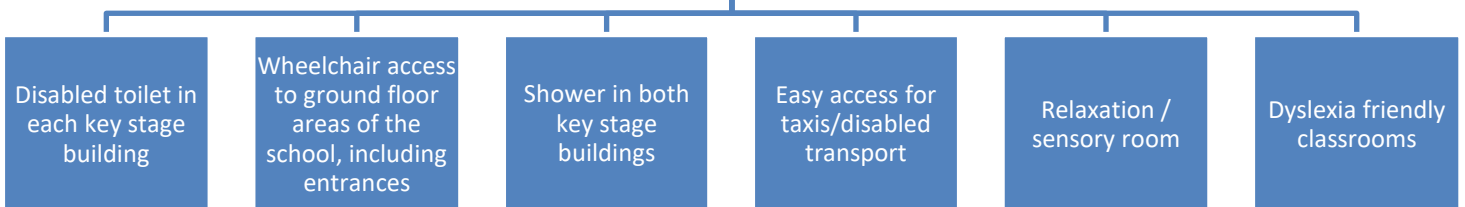
We have teachers and TAs who are trained to run recognised interventions to support children with special educational needs such as:

- Reading Recovery
- Early Words
- Reading Coaching
- Let's Talk
- Warwickshire Motor Scheme

Accessibility

We provide for all individual staffing needs, physical needs and transport needs so that children with special educational needs or disabilities can take part in after-school clubs and educational trips, including residential trips. A risk assessment is carried out for all children to ensure they are safe when taking part in extra-curricular activities.

The school has the following special facilities:



Accessibility planning for pupils with disabilities ensures that there are plans to continually improve accessibility for disabled pupils, including children with sensory impairments.

How are parents involved in the setting?

We hold many events for parents and families, including Christmas events, a school fete and Sports Day. We have an active Parent / Teacher Association (PTA).

We hold parents' evenings twice a year and at least one extra meeting per year for parents of children with special educational needs. Your child's teacher is available at the beginning or end of the school day to discuss any issues and you are welcome to speak to the relevant SENCo or Headteacher at any time.

How is my child involved in the setting?



Your child's teacher will discuss next steps and targets with your child and talk to them about how to achieve these. Your child will have the opportunity to decide what support they will need to meet their planned outcomes or targets.



Your child's views and suggestions for support will be formalised into a 'Child Passport' which will be shared with all staff who work with the child, including supply teachers.



Outside professionals or school staff may hold pupil interviews where they discuss many aspects of your child's learning and what barriers they feel they are facing. Children will be given the opportunity to give their views in any formal review meetings held.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

When your child first starts at our school

When a child joins the school in the Foundation Stage, teachers will arrange home or school visits to meet your child before they arrive.

If your child joins us in KS1 or KS2, you will be invited to visit the school with your child to look around and meet key members of staff.

All records/reports will be passed on from the previous school/setting to ensure we have a rounded picture of your child's needs and if required, the SENCo will meet with you, the previous SENCo or other professionals to discuss your child's needs in more detail.

When your child is due to move to the next year group or school, we follow these procedures:

Your child will have the opportunity to meet with their new teacher during the Summer term, usually for at least one morning or afternoon session.

Meetings are held between the current and new teacher to discuss your child's needs.

The SENCo will pass on important information about your child to their new teacher to make sure the teacher fully understands how to support your child.

Transition books are made for high needs children with pictures of their new classroom and teachers. Time is spent working with these books during the Summer term and they are sent home in the Summer holidays.

If your child is in Year 6 transitioning into Year 7

They will have at least two visits to their new school and transition books are made for them to look at over the Summer holidays.

Meetings are held between the SENCOs of the current and new schools with parents involved where required.

How is the decision made about what type and how much support my child will receive?

We employ a graduated response to supporting pupils with special educational needs. We accept that 'teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils have support from teaching assistants or specialist staff' (SEND Code of Practice 2014).

The school operates 'assess, plan, do, review' cycle as set out in the SEND Code of Practice 2014.

In order to meet the learning needs of all pupils, teachers adapt and personalise the learning in the classroom.

If a child is not progressing as expected, teachers, together with the relevant SENCo and parents, will decide what extra support is needed. After careful assessment and consultation with all parties, a plan will be put in place to address the child's needs so that they can progress.

The class teacher will ensure that the plan is implemented and, at an agreed date, the success of the plan will be evaluated.

When evaluated the plan will be amended as required and further support considered.

The cycle will then begin again.

The class teacher will be supported by the SENCos to ensure the provision provided for the child will enable them to meet the targets on their plan. Parents will be kept informed and consulted throughout the cycle.

Who else can support my child?

There are many services and voluntary organisations in the city and county which support children with special needs and disabilities.

For further details, please access the Local Offer website:

<https://families.leicester.gov.uk/send-local-offer/>



What can I do if I am worried, unhappy with something or I need to make a complaint?

Any complaints will be carefully considered and you will be kept fully informed of the outcome.

You should always talk to your child's class teacher about any worries or concerns in the first instance. You can contact the SENCOs (Fran Palmer for Year 2 to 6 or Ellie Copeland for EYFS and Year 1) or the Headteacher (Mrs Briggs) if you feel the matter has not been resolved.

The SENDIASS Service is an organisation which helps parents to resolve disputes with other agencies and to find the best services available to support them. SENDIASS can be contacted on 0116 2575027 or see their website <http://www.sendiassleicester.org.uk/>

If you feel the school has not resolved your complaint satisfactorily, you can contact the SEN Governor (Pooja Shetye) or write to the Chair of Governors (William Morris). Contact details are available on request to the school office.