**Special Educational Needs and/or Disability (SEND)**

**Information Report 2018**

**for**

**Caslon Primary Community School**

**and**

**Beecher Bear Daycare and Nursery**

**Introduction**

This SEND information report is part of the Dudley local offer for learners with special educational needs and/or disability (SEND). This local offer can be found at the following site:

<http://www.dudley.gov.uk/resident/localoffer/>

Additional support for parents/carers is available from SENDIASS, an organisation external to the school:

<http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body’s or proprietor’s policy for pupils with SEND. The information published must be updated at least annually. The required information is set out in the SEN Code of Practice 0 -25 Years, January 2015.

At Caslon Primary Community School and Beecher Bear Daycare and Nursery we are committed to working together with all members of our school community. This information has been produced in line with the current SEND code of practice (2015), in consultation with Dudley Local Authority.

**The kinds of SEN provided for at Caslon Primary and Beecher Bear:**

Beecher Bear Daycare and Nursery caters for pupils from 2 years of age. Caslon Primary Community School caters for Reception to year 6 age pupils. It welcomes children with and without special needs and supports children with a range of SEND. These may fit into one or more of the following areas:

* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health
* Sensory and/or Physical needs.

The school uses its best endeavors to meet the needs of all children with SEND in consultation with parents, the local authority and specialist agencies from health, education and social care. We acknowledge that as a setting with no specialist units and large classes, we may not always be the most appropriate setting for some children with severe and complex needs. For these children, the school with work with the local authority and child’s parent/s to access a full time or part time placement within a specialist unit or school better equipped to meet their needs.

**How do we identify children with SEND?**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (CoP) September 2014 0-25 defines SEND as:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.*

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

1. *have a significant greater difficulty in learning than the majority of others of the same age: or*
2. *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 mainstream post – 16 institutions.*

*For children aged two or more, special education needs provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

*A children under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph\* above when they reach compulsory school age or would do so if special provision was not made for them (Section 20 Children and Families Act 2014)”*

Often children with SEND are known to us prior to beginning their education at Beecher Bear and Caslon Primary Community School. We will often be notified via parents, pre-school settings and/or specialist early years teams. School induction meetings give parents further opportunities to share information or mention any concerns that they may have. In some cases, children may require an enhanced transition which may consist of additional meetings, professional liaison and additional pupil visits to the school to meet staff and become familiar with the environment.

In some instances, a child’s SEND may not be obviously apparent until they are a little older. However as soon as a need is identified this information is shared immediately between the class teacher, parent and the Head of Inclusion.

**How do we assess SEND at Caslon Primary Community School and Beecher Bear Daycare and Nursery?**

Class teachers, support staff, parents/carers and the learner themselves will be first to notice a difficulty with learning. At Caslon Primary Community School and Beecher Bear Daycare and Nursery we assess the educational attainment and progress of all pupils every term. For those children with SEND, there may be further assessments undertaken. These maybe formal, through testing, or informal, through monitoring of work or classroom attitudes and behaviours. In some cases, additional assessments may be done by outside agencies working with the child. These agencies include:

* The LA’s specialist advisory services for children with learning difficulties (Learning Support Team)
* Speech & Language Support Service
* PIMIS – Physical Impairment and Medical Inclusion Service
* Autism Outreach Service
* Educational Psychology Service
* Community Paediatrician
* Specialist Early Years Service
* Visual Impairment Service
* Hearing Impairment Service
* Home and Hospital (Cherry Tree)
* CAMHS – referrals must be made through a GP
* Physiotherapy
* Occupational Therapy
* Social Care
* Dudley Counselling

**What is our Approach to Teaching Learners with SEND?**

At Caslon Primary Community School and Beecher Bear Daycare and Nursery School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school and to be responsive to the diversity of our children’s backgrounds, interests, experience, knowledge and skills.

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated classroom curriculum, intended to overcome the barrier to learning. Pupils with SEND benefit from an increased profile within the school as their progress and targets will be shared at termly pupil progress meetings. In review meetings involving parents, staff working with the child and our Inclusion Manager, progress specific to each individual’s targets is reviewed and new targets set. These meetings occur in addition to the routine school parents’ evenings and allow for more detailed discussion and a shared approach. Please see our SEND Policy for further information.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, learning walks, pupil interviews, book trawls and lesson observations.

**How do we adapt the curriculum to support learners with SEND?**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, these might include:

* Use of technology
* Use of practical resources
* Peer mentoring systems
* Positive behaviour rewards system
* Additional adult support
* Adaptation to visual stimuli including assessment materials
* Personalised activities

Each learner identified as having SEND, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier(s) to learning identified. This may include any of the following:

* Specialist equipment
* Modified resources
* Additional curriculum resources
* Online learning packages
* Access to technology
* Different reading schemes
* Additional learning groups
* Additional adult support
* Curriculum intervention groups
* Physical development groups
* Social and emotional programmes
* Targeted individual/small group support
* Speech and language therapy
* Support from specialist teachers

The school is accessible to parents and children with disabilities. The school is mostly on one level with a ramp providing access from lower ground level to upper ground level. A disabled toilet facility is permanently available for access and use in our key stage 2 corridor. There are also allocated parking bays for the disabled on the main school car park.

**How do we fund for SEND provision?**

The SEND budget is allocated each financial year. The money is used to provide additional support, resources and training. Funding is also used to buy in specialist support from the local authority and other professional agencies. Caslon Primary and Community School and Beecher Bear Daycare and Nursery has commissioned support from:

* Learning Support Services
* Educational Psychologist
* Speech and language therapy
* Specialist Early Years Service

Currently we employ:

* Teaching Assistants to support learning within the class and at other times
* Pastoral mentors
* Behaviour mentors

**Staff Training**

SEND training within the school happens in many ways. We take advantage of courses being delivered by external agencies in all aspects of SEND provision. We also commission external agencies to come into school to work with larger groups of staff. Throughout the year, we provide training in house for both teaching and non-teaching members of staff. The focus of training is planned based upon the training needs of our staff as well as the needs of our pupils.

Class teachers and support staff have received up to date training related to various areas of SEND.

**How do we find out if this provision is effective?**

Monitoring progress is an integral part of teaching and leadership within Caslon Primary Community School and Beecher Bear Daycare and Nursery. Through the Assess-Plan-Do-Review approach, parents/carers, pupils and staff are involved in reviewing the impact of the provision in place for learners with SEND. If a child has an Educational, Health and Care Plan (ECHP) this will be formally reviewed in an annual review meeting.

The progress of children within the school with SEND is regularly monitored by the Head of Inclusion. Further action is taken and provision is discussed where children are not making the expected progress given their individual starting points and additional provision put in place. In some cases, this may result in involvement from specialist external agencies.

Progress data for all learners is monitored by teachers, senior leaders, Head of Inclusion and the governing body. The Governor with SEND Responsibility has regular meetings with our Head of Inclusion to maintain accountability and keep up to date with how the school is meeting the needs of pupils with SEN. The Head Teacher’s Termly Report to Governors included details and data f or SEN pupils. Our school data is also monitored by the Local Authority and Ofsted.

**How do we prepare children for the next step of their education?**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school, training provider or employment. Caslon Primary Community School and Beecher Bear Daycare and Nursery is committed to working in partnership with children, families and other providers to ensure that positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. In school we ensure that the children are prepared for their next year in various ways. There are transition meetings involving teacher to teacher, sometimes involving external agencies. Children get the opportunity to meet their new teacher and experience a taste of life in the year above. For some children an enhanced transition may be required. There may be additional meetings of professionals and/or additional work done with the child in school. Enhanced transitions are done on a child by child basis.

The class teachers in Year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases the SENCO meets with Secondary SENCO’s to discuss the Special Educational Needs of children individual children moving to Year 7. All records are passed onto Secondary SENCO’s. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

**What do I do if I have Concerns?**

As a school we believe that the SEND of pupils are best provided for when there is effective collaboration and communication between school, families, pupils and other agencies. We aim to foster good working relationships with all these groups, especially parents.

If a parent or carer has any concerns or complaints regarding the care or educational provision in place for their child please speak to your child’s Class Teacher or see the SENCO directly, who will discuss any concerns with you and propose next steps. For further information please refer to the school complaints policy.

**Key staff relating to this information report**

**Head of Inclusion** – Mrs Claire Warford

**Governor with SEND Responsibility** – Mrs Sam Hunt

**SENCO for EYFS** – Mrs Karen Holloway