



At Caldecote we value the support and feedback from all our stakeholders, we have an active school council and conduct pupil voice activities throughout the year.

Happy, Healthy, High-Achieving

Parents may wish to join our Governing Body or get involved through our Parent Forum Meetings or with the Parent Teachers' Association.

If you want advice from professionals outside school you may find the following numbers helpful:

Parent Partnership Service

Telephone: 01223 699214

Email: pps@cambridgeshire.gov.uk

<http://www.cambridgeshire.gov.uk/education/parents/support/partnership>

Family Support worker

Tel 01954 284604 and 01954 286008

www.cambridgeshire.gov.uk

The **SEND Code of Practice** is available to view online at

<https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25>

Support for your child at Caldecote Primary School

The most important people in any child's life are their parents. You know your children best of all. What you as parents think, feel and say is important. You should be listened to and you need to be fully involved in decisions that affect your children. At Caldecote School we strive to help your children be the best they can and we believe in working in partnership with you to help achieve this.

Approximately one in five children will have special educational needs and or a disability (SEND) at some time during their school career. There may be a time when you feel your child needs some additional help or support and we hope this booklet helps you understand the types of support we can offer and how it can be accessed. It may answer some of your questions, but where it can't, it points you to where you can go for more help.

All pupils in our school receive **high quality first teaching**. This means that a range of teaching and learning styles are used and appropriate learning objectives are set for all children with a curriculum matched to their needs.

All our classes are supported by **teaching assistants** and pupils are also offered additional one to one tuition, small group work or catch up programmes where needed. Some children also need support at break/lunchtimes and we have a Nurture group who supports a small number of children who may need different provision. Support can also be organised through our extra-curricular activities at lunchtimes and after school.

At Caldecote the progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team. In discussion with class teachers, provision may be adjusted to meet identified needs. We keep you informed of your child's progress and targets through a termly report and twice yearly Parent Consultations.

If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEND). We will meet with parents to discuss our concerns and we may agree to place your child on the school's SEND register.

As part of our support for all children in school we have regular opportunities to consult with different services and health professionals through a multi-agency approach which sometimes includes completing an Early Help Assessment to support the family as well as the pupil. Usually, we would arrange meeting with the family to discuss and plan together the best use of advice and support from other agencies.

Professionals who might attend this meeting include:

- Our **Speech and Language therapist** who works in school and can advise upon whether your child would benefit from this type of support or assessment.
- Our **Educational Psychologist** may give advice or complete an assessment for a few children.
- **Behaviour Support Professionals** who give advice if required.
- **Outreach support** from specialist schools.
- The **Comberton Village College SENCo** who liaises to support successful transition to Year 7.

We have a highly experienced team of staff who may be involved in supporting your child at Caldecote.

These include:

- Your child's **teacher**, who will always make sure that tasks set are appropriate and accessible for your child.
- **Teaching assistants**, who support all pupils in class.

We have several additional TAs who help support groups and individual children with their learning.

- The **SENCo** (Miss Martin) who has the National Award for Special Educational Needs Co-ordination and manages the provision of SEND in school

- The School **Governors** who works with the SENCo in leading SEND in school.
- Sometimes school may commission **Specialist Support** to work with identified children with a particular focus e.g. Speech and Language therapists or Occupational therapists.

To ensure our staff have the skills and knowledge to support children with SEND, there is a programme of ongoing training both in school and elsewhere.

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. In order to make progress they may need extra support or different types of help e.g. modified tasks, longer time to finish tasks or breaks in formal assessments.

Schools and other agencies can help most children overcome their difficulties quickly and easily. However, a few children will need extra help for some or all of their time in school.

This means they may have difficulty with:

- some or all of the work in school
- reading, writing or mathematics
- understanding information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour
- making friends or relating to adults

For many children with SEND transition times, i.e. when they change classes or move up to secondary school, are challenging. At Caldecote every effort is taken to ensure these times are successfully managed. Some children complete transition passports about themselves to inform their next teacher/ school. Additional visits can also be arranged to reassure pupils and parents.

Stages of support

The 3 Waves of provision

Wave 1

All children are entitled to High Quality first teaching at wave 1. Within wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are skilled at adjusting their teaching to suit differences in learning. Where a child has difficulties that cannot be catered for within the wave 1 provision they can be given additional help and support at wave 2 or 3.

Wave 2

This includes small group work (occasionally 1:1) usually delivered by a teaching assistant. Children chosen for wave 2 support are those who are slightly behind and can 'catch up' with the rest of their age group. The school will make a decision as to whether your child could benefit from Wave 2 support.

Wave 3

This provision is taught by a teacher or trained teaching assistant in a 1:1 situation. Provision is tailored to meet the individual needs of the child and is highly structured so that the steps in learning are small and achievable.

Extra help in the classroom (Wave 1)

When class teachers identify that a pupil has SEND, they plan interventions additional to or different from those provided as part of the school's usual personalised curriculum.

When it is decided that a child should be on the SEND register, the class teacher, parents/carers and SENCo will have an initial meeting to discuss the child's needs and the provision the school will put in place.

For children at this level the school will not write a support plan but will record how we are meeting your child's needs in a different way, perhaps as part of the lesson plans, and will record your child's progress in the same way as we do for all the other children. This will be shared at parent consultations.

The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised educational programme.

The role of the SENCo is to monitor the progress of children on the SEN register. This is achieved by holding weekly meeting with TAs, carrying out observations, talking to the children and seeking further advice and support from other agencies.

Advice from specialists outside the school

If your child does not make expected progress, the teacher or the SENCo will talk to you about asking for advice from other people outside the school.

They might want to ask for help from, for example, a specialist teacher, an educational psychologist, a speech and language therapist or other health professionals. When help from an outside agency is required an Early Help Assessment (EHA) form needs to be completed. This will usually be done by the SENCo with support from both the child's class teacher and parent/s.

Support Plans

A Support plan is written if it is deemed that a child on the SEND register has a specific need that needs more detailed planning for. Support plans will usually be linked to the main areas of language, literacy, mathematics, behaviour and social skills.

The Support plan may say:

- What special help is being provided
- How often your child will receive the help
- Who will provide the help
- What the targets for your child are
- How and when your child's progress will be checked
- What help you can give your child at home

Support plan targets are reviewed at regular points throughout the year. They are reviewed at least once a term. Both pupils and parents are encouraged to share their views and contribute towards the plan.

Education, Health and Care Plan (EHCP)

When the needs are complex and severe in some cases the school may conclude that a child's learning, behavioural or emotional difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school. In these cases a request for statutory assessment will be made. Such a request can be made by the school, an outside agency or parents. The Education, Health and Care Plan will describe all your child's SEND and the special help your child should receive.

The Local Authority (LA) will usually agree a plan if they decide that all the special help your child needs cannot be provided from within the school's resources. Additional resources identified under an EHC plan could include funding, staff time and special equipment.

It is the responsibility of the LA to check your child's progress and make sure that the EHCP continues to meet their SEND. EHC plans must be reviewed at least once a year.

How you can help

- Be positive about your child's achievements
- Talk to the school if you have concerns
- Share information with the school i.e. doctors' letters about your child, background information
- Support your child with any homework set
- Read daily with your child and use real life maths like time and money
- Keep firm behaviour boundaries at home that everyone can stick to

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your class teacher who will be more than happy to can put a plan in place to support your child.

You are also very welcome to make an appointment with our SENCo. Appointments can be made through the school office (01954 210263) or via email office@caldecote.cambs.sch.uk