

Camestone School SEND Information Report October 2020

The kinds of Special Educational Needs provided for at Camestone School.

Camestone School is a fully inclusive mainstream school. We believe in equal opportunities for all our pupils. We support our pupils in reaching their full potential by ensuring everyone has access to a broad and balanced curriculum which is differentiated to meet individual needs.

Identifying children and young people with SEND and assessing their needs

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) has a disability which prevents or hinders him or her 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.”**

At Camestone School, we have rigorous monitoring systems in place to ensure SEND is promptly identified. The progress of all children is carefully monitored by the class teacher, senior leadership team and the SENDCo.

Teachers carry out termly assessments for each child as well as ongoing teacher assessments on a day to day basis. Pupil progress meetings are held each term with class teachers and the head teacher. Any children who are making less than expected progress are identified. ‘Less than expected progress’ can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

These children are then monitored closely and appropriate support is planned for them.

The inclusion team which consist of the: head teacher, deputy head, assistant head, SENDCo and family support worker, meet regularly. Children needing additional support are discussed and appropriate provision is planned for them.

The SENDCo also works closely with class teachers and may observe or assess individual children.

What should I do if I think my child may have Special Educational Needs or if I am concerned about their progress in school?

If parents/carers have a concern about their child's development, the class teacher is the initial point of contact. In addition Mrs. Gillespie, who is the SENDCo, can also be contacted via the school office:

Mrs Sian Gillespie
Camestone School
Jowitt Avenue
Kempston
Bedford
MK42 8NW

01234 855587

Support for Children with Special Educational Needs

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class (Quality First Teaching). Teachers use a range of strategies to support pupils with accessing the curriculum, including:

Visual timetables and Next boards

Checklists

Differentiated activities

Class rewards/incentives

Writing frames

Sound buttons

iPads, laptops or other alternative recording methods

Peer support

Targeted support from the class teaching assistant

If a child continues to make limited progress, the school may decide that the child has Special Educational Needs, the parents will be informed straight away. At this point the child will be supported with an Individual Education Plan (IEP) and will be placed on the schools SEND register. When a pupil is identified as having SEND, we provide provision that is 'additional to or different from' a differentiated curriculum. The class teacher works closely with the Special Educational Needs coordinator (SENDCo), to provide this additional support. We follow the 'Assess, Plan, Do and Review' approach when providing this support:

Assess – This involves taking information from the parents/carers, the class teacher and external agencies (if involved) to identify the child's strengths and areas of need.

Plan- An 'Individual Education Plan' (IEP) is created based on the needs of the learner. The IEP is shared with the parents/carers and the pupil (if appropriate). A review date is specified at this point. The class teacher or TA, will then carry out a baseline assessment to give a clear overview of where the child is currently performing in relation to these targets.

Do- The child is supported with their IEP in school, this may be within everyday teaching sessions or within 1:1 sessions. Parents are also encouraged to support their child with

these targets at home. Examples of work, annotations and photographs are kept to demonstrate the progress the child is making towards meeting their targets.

Review- A final assessment is carried out to ascertain the amount of progress the child has made since the baseline assessment. Parents/carers are then invited in to school with the pupil (if appropriate) and the child's progress is discussed in relation to their IEP. The cycle then begins again.

Additional support (interventions) will be targeted to meet the child's individual needs. Support may be provided in the classroom or in another area of school. This support may occur on a 1:1 basis or as part of a small group. These 'interventions' may be run by a teacher or a trained teaching assistant. The impact of the support provided will be monitored closely and discussed regularly with the child and their parents/carers.

Involving other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families.

At times it may be necessary for the school to involve an external specialist in order to achieve the best outcomes for a child. This support is accessed by completing a referral form, the school work alongside parents/carers to complete this process.

We may be able to access the following support through a referral:

Educational Psychologist

Autism Advisory Team

Early Years Advisory Service

Occupational Therapist

Speech and Language

School nurse

CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service)

CAMHS (Child & Adolescent Mental Health Service)

If a pupil is making limited or no progress over a sustained period of time, despite receiving a high level of support, it may be necessary for the school to make a request to Bedford Borough Council for an Education, Health and Care needs assessment. If an EHC plan is approved, it outlines the amount of support that will be provided for the child, the strategies that must be put in place as well as short and long terms goals for the child. The SENDCo will always discuss the EHC process with parents first and only proceed with their permission. The EHC process takes approximately 20 weeks.

Arrangements for consulting parents/cares of children with SEND and involving them in their child's education

At Camestone, we realise the importance of parents and carers involvement in their child's education. We aim to work in partnership with parents/carers to help our pupil's reach their full potential. We offer a range of opportunities for our parents/carers to discuss their child's progress and assist with the planning of their education, such as:

- **Informal discussions-** Teachers are present at the classroom door before and after school. You can exchange information at this point or use this opportunity to arrange a more formal meeting.
- **IEP meetings-** Occur termly, the class teacher will arrange a convenient time for you to come in to school. The review of the previous IEP will be shared with you and new targets will be discussed.
- **Telephone contact-** You can ring the school office to speak to a member of staff, if they are unavailable at the time of the call, they will ring you back.
- **Parent consultations-** Occur annually in October and March. Your child's progress, attainment and targets will be discussed.
- **Annual written reports-** are sent home in the final half term of the school year. You can arrange a meeting with your child's teacher if you have any questions about the information in the report.
- **Meetings with the SENDCo and/or family support worker-** Can be arranged via the school office.

Visits to the school are encouraged for prospective parents.

Involving pupils with SEND in their education

Whenever possible, pupils are involved in creating their learning targets. Their IEPs are shared with them and their progress is discussed with them regularly. Children are encouraged to express their views about their school life, this can be done in whichever way is most suitable for them such as verbally, written or via pictures and photographs. We often carry out pupil discussions to gain their perspective on school life.

Ensuring that children with SEND are enabled to engage in activities available with children in the school who do not have SEND.

All school activities and trips are available to all children. Where necessary, adjustments can be made such as:

- The options available can be discussed with the SENDCo, class teacher and Educational Visits Co-ordinator
- A risk assessment is carried out and procedures are put in place to enable all children to participate.
- Pupils can be supported through 1:1 staffing.
- The child's parents/carers are invited to attend the activity/event

Emotional and Social Development –support for child's overall well-being

- At Camestone, the well-being of our pupils and parents is at the forefront of our ethos. Teachers closely monitor the wellbeing of their class, any concerns are shared with the family support worker or a member of the leadership team. Parents and children can ask to speak to the family support worker at any time. We also have a worry box located in the school library, the family support worker reads any worries and discusses these with the child and/or parent.

- Camestone is a Kaleidoscope school. Kaleidoscope is a structured programme which focuses on colour to build self-esteem and confidence in children. This is achieved through activities using sound, aroma, colour, light and natural materials. Class teachers identify children that would benefit from Kaleidoscope sessions, this is then discussed with the parents/carers before any sessions begin. The child's well-being is closely monitored, before, during and after the sessions to indicate the impact.
- As a school, we have created our own Values programme. A different value is focused on each half term. Children have weekly values lessons but are exposed to our values on a daily basis within teaching sessions and assemblies. At the end of each half term, we hold a celebration values assembly where one child from each class is presented with an award for showing that particular value. All children have an equal opportunity to receive the award.
- Children across the school, irrespective of any SEND are encouraged to take on roles of responsibility such as standing for the school council or taking on the role of a play leader.
- We hold a praise assembly each Friday in which two children from each class are presented with a certificate for their hard work or achievement that week. Celebrating effort and achievement is a fundamental approach within Camestone.
- Good attendance is actively encouraged by all staff. 100% attendance certificates are presented each term.

In Service Training/ Support for Staff

We constantly strive to improve the quality of teaching and learning for all children, including those with SEND. This is achieved through weekly staff training sessions which focus on identified areas of need.

Individual teachers and support staff also attend training courses run by outside agencies, the courses attended are relevant to their role or the specific needs of our children. Over recent years we have seen a rise in the number of pupils displaying communication and interaction difficulties. As a result the SENDCo has completed the ELKLAN speech and language training which has been disseminated to all staff and we have a programme called 'Lift Off To Language' being run in Foundation Stage.

Accessibility

We recognise the need to make the building accessible to all pupils including those with physical special needs.

- The building and grounds are accessible:
- Most of the building is on one level and children's needs are considered when deciding which classroom they will be placed in.
- There is a disabled toilet on site
- We have a disabled parking bay

For more details please refer to our Disability and Accessibility Plan or contact us to discuss individual access requirements.

Preparing and supporting children in joining the school or for taking the next step

We recognise that transitions can be a difficult process for all pupils but especially for those with SEND. We work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Children joining at the beginning of the Reception Year

We make visits to feeder settings during the summer term prior to the new intake starting school. The staff at these settings pass over all necessary information. The child also has the opportunity to visit the school accompanied by a parent and /or staff member. Staff also make home visits in the first few weeks of the autumn term.

When your child moves on to the next year group

Transition meetings and opportunities for children to meet their new teachers happen each year before transferring up to the next year group. Staff work very closely to ensure all information is shared.

If your child is moving to another school:

We will contact the school SENDCo and ensure they know about any special arrangements or support that will need to be put in place.

Complaints from parents of children with SEND about the provision made at the school.

The class teacher is the first point of contact to share information or raise concerns. You can also contact the school office to arrange a meeting with Mrs Gillespie.

We take parental concerns very seriously. If you have a complaint please come and talk to us. If you are still not satisfied, please consult the school Complaints Policy for how to proceed.

Useful links

<https://sendguide.bedford.gov.uk/> (Local offer)

http://www.bedford.gov.uk/education_and_learning/special_educational_needs_-sen.aspx

sendadvice@bedford.gov.uk SEND Advice for parents and carers

www.dfe.gov.uk

Covid-19 Information

The Senior Leadership Team have put comprehensive systems in place to ensure Camestone is a safe place for children and adults. The SENDCo has produced risk assessments for SEND learners needing intimate care to ensure these procedures can continue to be carried out safely.

All conversations with parents will currently happen over the phone or via video call, this includes IEP meetings and annual reviews. In exceptional circumstances, we can hold a socially distanced meeting within school, this will only occur where the intended outcome cannot be achieved over the phone or via a video call.

We have a robust Remote Learning Policy which is communicated with parents. Remote learning will be inclusive through appropriate adaptations for SEND pupils. The Remote Learning Policy and risk assessment have been approved by the governors.