

Caldew School

SEND Report

<p>What kinds of special educational needs does Caldew School make provision for?</p>	<p>Caldew School is an 11-18 comprehensive school. We have provision to meet the needs of most students from a broad range of areas including:</p> <ul style="list-style-type: none">- communication and interaction- cognition and learning- social and emotional well-being- sensory and/or physical needs <p>A resourced provision for ASC students is located at Caldew School. Students are integrated into the life of the school as much as possible. The decision to direct a student to the provision is made according to the entrance criteria, on the recommendation of the local area assessment officers and the school.</p>
<p>How would Caldew School identify and assess my child's special educational needs?</p>	<p>Caldew School has a clear approach to identifying and responding to SEND. We aim to identify students with SEND at the earliest possible point. The SENCO considers a range of information when identifying a student as having SEND. This may include:</p> <ul style="list-style-type: none">• Assessment and progress data• Information from primary school• Literacy and Numeracy tests• Discussions with parents and students• Information from outside agencies• Specialist assessments
<p>a) How does Caldew School evaluate the effectiveness of provision for students with special educational needs?</p> <p>b) How will Caldew School assess and review the progress of my child?</p>	<p>We have a robust system of reviewing our provision. Reviews are carried out each academic year which includes evaluating:</p> <ul style="list-style-type: none">- Whether the individual needs of all students are being met, including those with SEND- Whether they are making expected progress <p>Students' progress is monitored regularly and individual SEND provision is then reviewed in light of this using the ASSESS – PLAN – DO – REVIEW cycle. This enables the identification of those interventions which are the most effective in supporting the student to achieve good progress. Parents and students are involved in this process at Pupil Passports and annual reviews. Students with medical conditions will have their needs met as outlined in the schools policy on managing the medical conditions of students. Detailed records will be kept of the provision students receive and their progress towards their targets. Progress of all students is reviewed after each assessment cycle to ensure progress is appropriate and interventions are identified if required.</p>

<p>c) What is Caldew School's approach to teaching students with special educational needs?</p>	<p>We adopt a 'whole school approach' to special educational needs. The staff of the school is committed to identifying and providing for the needs of all children. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. Teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff. All our SEND students attend mainstream lessons, supported where appropriate by teaching assistants. The system is supported by close planning between the teacher and the teaching assistant, and informed by Pupil Passports. There are also literacy and numeracy intervention groups throughout KS3. It is not the policy of the school to disapply any part of the National Curriculum for any student because of special educational needs. Rather, we work with subject teams to make the curriculum accessible to all our students, including those with SEND. We also apply for Exam Special Consideration and Special Arrangements for some students during Key Stage 4.</p>
<p>d) How does Caldew School adapt the curriculum and learning environment for students with special educational needs?</p>	<p>All staff have access to the SEND register, Pupil Passports, EHCPs and specialist teachers that give relevant information on students with SEND, including teaching and learning strategies to be used within the classroom. Teachers ensure that all students within their classes have appropriately differentiated learning activities and/or teaching methods which takes into account their individual needs. Adaptations to the learning environment are identified in Pupil Passports. Transition phases such as option choices are supported and guided by the SENCO to ensure students get appropriate curriculum matched to their individual need and interests.</p>
<p>e) How is the decision made about the level of support my child receives?</p>	<p>Where it is determined that a student has SEND, parents will be informed and the student will be added to the SEND register at the 'SEND Support' level. Where appropriate, they will have a Pupil Passport that sets out what provision is put in place. These are written in partnership with students and parents and are reviewed twice per year. If progress is still not achieved despite "intervention" a statutory assessment of special educational needs may be initiated. The decision to make a referral for an Education, Health and Care Plan will be taken at a review meeting. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an Education Health Care Plan. Following Statutory Assessment, an EHC Plan may be provided by Cumbria County Council. The school and the child's parents will be involved in developing and producing the plan.</p>
<p>f) How will my child be included in activities outside the school curriculum including trips?</p>	<p>Wherever possible all students are included in activities outside of the curriculum including trips. Full risk assessments are carried out for all off-site activities.</p>

<p>g) What support is there for my child's overall well-being?</p>	<p>We celebrate our students' achievements and they are rewarded for their effort and commitment through our rewards system. We are a caring and supportive community in which everyone is valued and respected. We foster students' self-esteem and self-confidence so as to provide the best possible chance of a mature, informed and healthy life. All students are allocated into a form group and their Form Tutor remains with them throughout their time at the school. Form groups join together to form a House, helping to nurture a common sense of community, identity and pride. Our children's well-being is supported on a day-to-day basis by the pastoral team as well as more formally through Skills for Life and themed assemblies.</p>
<p>Who do I contact for more information about special educational needs?</p>	<p>Miss H Howson, SENCO Mrs S Smith, SEND Administrator</p>
<p>What training is provided for staff at Caldew School in relation to children and young people with special educational needs?</p>	<p>In-service training related to special educational needs will be identified by the Headteacher and SENCO in consultation with the staff and will be incorporated into the staff development plan. The school supports staff attending relevant SEND courses. The SEND department will provide guidance and advice on areas relating to SEND for staff across the school.</p>
<p>How accessible is Caldew School?</p>	<p>Caldew School consists of a large building constructed overtime with several extensions built upon the original. The school is predominantly situated over two levels. A lift allows access to some upper floors. The school has systems in place to ensure all areas of the school have fullest possible access for those with Special Educational Needs and/or disabilities. The SENCO liaises with the Business Manager and the Site Team regarding the needs of individual students prior to admission.</p>
<p>What are the arrangements for consulting parents of children with special educational needs at Caldew School? How do parents get involved in their child's education?</p>	<p>Parents receive three Interim Assessment Reports per year. Parents also receive a full written report. During the year, there will be an opportunity to speak to subject teachers about progress during our parent's evenings. Pupil Passports are reviewed twice a year with parents and students. An Annual Review will be held for every child with a Statement of Special Educational Needs or an Education, Health and Care plan. Parents are encouraged to take this opportunity to come into school to discuss progress.</p>
<p>What are the arrangements for consulting students with special educational needs Caldew School? How are they involved in their own education?</p>	<p>Students are involved in writing and reviewing their Pupil Passports. They are then asked their opinions on the things that help them to learn and this is shared with staff via Pupil Passports. All students are aware of their target grades in specific subjects and the progress they are making. This is done through discussions with their group tutors and SEND staff.</p>
<p>What do I do if I have a concern about the provision made at the school for my child?</p>	<p>In the first instance, we encourage you to contact your child's Form Tutor or Subject Teacher. If you still have concerns, then please contact your child's Head of House or Miss Howson, SENCO.</p>

<p>What specialist services and expertise are available at or accessed by Caldew School in order to meet the needs of students with special educational needs and support their families?</p>	<p>If specialist advice or services are required Caldew School may then refer to an appropriate specialist service. This may include:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Advisory Teachers' Service • School Nurse • Child and Adolescent Mental Health Services (CAMHS) • Local specialist advisors, special schools and alternative provision
<p>How do I contact any external support services?</p>	<p>External support services can be accessed via referrals from school/your own GP/the local authority or Parent Partnership.</p>
<p>How do you prepare my child for joining your school or transferring to another school or college? How would they be prepared for adulthood and independent living?</p>	<p>The SENCO will usually attend the annual reviews of statemented students in Year 5 and Year 6, and describe the transition to Caldew School at this meeting. We liaise closely with primary schools, parents and pastoral teams to prepare students and their Year 7 teachers for life in the secondary phase. At the same time, the advice of the Specialist Advisory Teaching Service or any other provider is requested, with particular reference to any peripatetic provision or resources. Transition arrangements at other key points in a student's educational career are also planned to ensure students are prepared for the next stage in their education and beyond.</p>
<p>Where can I get further information on where the local authority's local offer is published?</p>	<p>Further information on the Local Offer can be accessed through the link on the school's website.</p>