

# SEND Information Report

Academic Year 2022-2023



**Review Date**

September 2024

**Ratified**

7 March 2023

**Next Review**

September 2024

**Responsible Colleagues**

Christine Franklin, Director of Safeguarding

# Our Vision



## Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



## Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



## Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment to Education**

**Transparency and Integrity**

**Innovation and Improvement**

**Dedication to Inclusivity**

# Our Values

## Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

## Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

## Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

## Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.





# SEND Information Report

This information report has been prepared by Principal Mrs Hilary Mitchell and SENDCO Emma Brereton and approved by the Board of Trustees on [DATE] for publication on the website. The report was also shared with the SEND governor Nadira Begum on 20<sup>th</sup> October 2023.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.

## The academy makes provision for the following kinds of SEN

Caldmore Primary Academy provides educational provision for a wide range of SEN needs. (SEN- Special Educational Need.) Currently this includes students with Speech, Language and Communication difficulties, Cognition and Learning, Social Emotional and Mental Health Needs and those with Physical and Sensory needs.

<b>Communication &amp; Interaction (C&amp;I)</b> 	<b>Cognition &amp; Learning (C&amp;L)</b> 
<b>Social, Emotional &amp; Mental Health (SEMH)</b> 	<b>Physical &amp; Sensory (P&amp;S)</b> 

We are also a fully accessible school.

The government's SEND code of practice highlights these four broad areas of needs.

### 1. Cognition and Learning

This includes learning difficulties for example Dyslexia and Dyscalculia. A pupil may have difficulty with the acquisition of language, literacy and numeracy skills or an aspect of cognition i.e. memory, information processing, sequencing and reasoning that impact on the learning and accessing of the curriculum. They may be behind age related expectations and require special arrangements and additional support in the classroom.

### 2. Speech, Language and Communication

Children and young people can experience a range of difficulties that are linked with speech and language. Speech, Language and Communication Needs can present themselves in a variety of ways, including: the production of speech, struggling with finding the right word, or not being able to join words together in a meaningful way. Some children have problems communicating through speech, for example difficulties finding the correct language to express thoughts and ideas that they are having. Others may have difficulties and delays in understanding or responding to verbal cues from others or understanding and using language in specific social situations.

Communication and Interaction can include a lot of needs and issues that a child may have, including Autistic Spectrum Condition (ASC). Some communication and interaction issues that can present themselves in Autistic children include: Difficulties understanding and using verbal and non-verbal communication, not understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them and a reliance on structure and routine in their life.

### **3. Social, Emotional, Mental health needs.**

Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult to concentrating on tasks.

For some children, their emotional needs may impact their learning. For example, they may not be able to follow simple requests. It is important that children with SEMH needs are able to learn in an environment that suits them, for example, they may need to take regular movement breaks, use fidget items, and be given opportunities to move around the classroom or school whilst learning.

Children with SEMH needs may have anxiety. This may be reduced by providing clear routines and explanations of what to expect each day. Children with anxiety may also benefit from being provided with a calm space to go to whenever they need it.

### **4. Physical and Sensory needs**

Examples of sensory and physical needs include having a Hearing Impairments that requires the child to use hearing aids or have adaptations to the learning environment in order for them to access their learning.

A visual impairment is usually defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery

Some children have Sensory Processing Difficulties and this can result in them avoiding certain experiences or becoming anxious or overwhelmed by sensory input. It can also cause children to seek out sensory input, for example by making repeated movements, chewing items or fiddling. Sensory processing issues are particularly common among Autistic pupils.

Some children require special educational needs provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These needs may change over time but they may require additional and ongoing support and equipment to access all the opportunities available for their peers.

**Caldmore Primary Academy** does not discriminate against any type of SEN and seeks to review each student on an individual basis. We understand that we are all teachers of SEN and our highly skilled practitioners

Our motto, 'Aspire, believe, achieve' is central to the inclusivity of the academy. There are strong, nurturing relationships between staff and pupils and a commitment to ensure that ALL pupils fulfil their potential.

Where adjustments, training and resources can reasonably be made we will seek to support any student in accessing the academy and its full provision offer.

Caldmore primary academy is a well-resourced school. We have a hygiene room fitted with an electric bed, lower handrails on stair cases, accessible toilets and lifts to move between the different levels within school all which enable those pupils with Physical Disability

We have areas within school that are used to support all pupils but are beneficial to children who are vulnerable or have additional needs.



Sensory Room

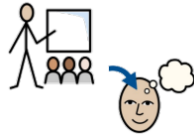


Rainbow Room



Our garden room leads into our outdoor learning area.





### **Quality First Teaching and curriculum**

Our curriculum encompasses a curriculum that is broad and enriched by a variety of first-hand experiences using a learning model which helps our children including those with SEND needs to build confidence, concentration, curiosity, creativity, be inquisitive and have an enthusiasm for learning.

Highly skilled practitioners ensure that ALL children make strong and sustained progress from the start. This clear and shared vision ensures that the curriculum is delivered consistently and our children are able to overcome the disadvantages and any deficit which they face.

Although a consistency of approach, established routines and methods provide security, no one day is the same at Caldmore. We aim to ensure that our children believe in their abilities, are able to manage risk and have high expectations of themselves. We aim to develop children's skills and knowledge with a huge focus on core skills and knowledge to ensure that children have strong foundations which can then be transferred and applied across all areas of learning as they move through our school and beyond.

Teachers know and assess their pupils and are therefore able to adapt their teaching to suit the needs of individual. All pupils receive quality first teaching and this is especially important for those with SEND. These strategies include:

- The use of Colourful Semantics so that pupils understand word clarification and sentence structure.
- Word Aware and Concept Cat to develop an understanding of key vocabulary. (Key vocabulary displayed for reference.)
- The use of images to support pupils understanding and to contextualise new learning.
- Manipulatives to make learning multi-sensory.
- The use of 'Teach Like a Champion' techniques to ensure that all pupils are included and engaged.
- Peer support and mixed ability groupings to ensure there are no limits put on individuals learning.
- The use of 'flashbacks' to previous learning so that pupils can make the connections and build upon their knowledge and skills.
- Whole class visual timelines.
- Repetition and reinforcement of skills with worked examples.
- Planning for misconceptions and highlighting the key information.

In addition to the Quality First Teaching that all pupils receive some pupils will also receive targeted interventions to meet their individual needs. Targeted interventions may include:

- Active Literacy
- Lego Therapy
- Sand Therapy
- Toe by Toe
- Precision Teaching
- Little Rainbows- Speech and Language group.
- Black Sheep speech and language interventions.
- Memory Fix

We have fortnightly visits from our speech and language therapist Kam Aujla ([kam.aujla1@nhs.net](mailto:kam.aujla1@nhs.net)) who assesses and sets targets for the pupils. These targets are then delivered by the teaching assistants.

We also buy into 'CADMUS Inclusive Services' who observe and work closely with the pupils and provide staff with additional training.

#### **Monitoring**

- Regular drop-ins from senior leaders and the wider leadership team.
- Book looks which focus on groups of pupils.
- Monitoring of interventions by looking at books and impact of interventions.
- Provision Map enables the SENCo to evaluate the impact of interventions for individuals against the intended outcomes.
- Monitoring from external professionals for example; Occupational Therapist, Speech and Language and Outreach.
- Full academy reviews from leaders within other academies.

**The academy identifies and assesses SEN by:**



A pupil may be identified as having SEN if they are having ...

-Difficulty developing literacy or mathematics skills.  
-Sensory or physical problems.  
-Difficulty with language communication and interactions.  
-Social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups.

- Formative assessment is embedded in daily practice across Caldmore Primary Academy.

- We formally monitor the progress of all pupils in reading, writing and maths three times per year.
- The progress of all pupils is discussed in termly pupils progress meetings. Any pupils causing concern are discussed in greater depth.
- Pupils causing concern are shared with the SENCo (Special Educational Needs Co-ordinator) or/and SENCo assistant.
- Where progress is not sufficient, even if a special educational need has not yet been identified, we put in place extra support to enable the pupil to catch up for example, interventions focusing on reading, writing, maths or social skills.
- Some pupils may continue to make inadequate progress, despite high-quality first teaching targeted at their areas of weakness. For these pupils, and in consultation with parents and carers, we will use a range of assessment tools including observations to determine the barrier to learning. It is at this stage that we may decide that a pupil needs to be placed on the Special Educational Needs register. This will always be discussed with parents and carers.
- We also have access to a Speech and Language therapist and other external advisors who are able to use additional assessment tools and provide programmes of work specifically for the individual pupils needs. This information will be shared with parents and carers and the pupil's class teacher.
- When a pupil is placed on the SEN register, outcomes and targets will be recorded on a Personalised Plan. (Plan, Do Review.) These are reviewed regularly.
- At this point we will have identified that the pupil has a special educational need because the school is making special educational provision which is additional and different to what is normally available.
- If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need.
- If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

### Teachers and Teaching assistants

Many children do not join the academy at the start of an academic year. We recognise that pupils need a settling in period especially those that are new to English or have English as an additional language. Teachers and support staff are trained to support these needs and know that they need to inform the SENCo if they feel that the child's difficulties are not due to a language barrier. Teachers do not wait for a pupil progress meeting.

The academy supports SEN in accordance with its policy framework which is set out at:

All Caldmore Primary Academy [policies and procedures](https://www.caldmore.attrust.org.uk/) can be found on our website under 'Our Academy. '<https://www.caldmore.attrust.org.uk/>

This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment



Policy. They are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020).

These policies set out the academy's approach to:

- Assessing and review of the progress of children with SEND
- Teaching children with SEND
- Adapting the curriculum and learning environment for children with SEND
- Making decisions on additional support in relation to children with SEND
- Ensuring inclusion of children with SEND with children without such needs across all academy activities
- Supporting the emotional, social and mental development of children with SEND
- Evaluating the effectiveness of our provision for our children with SEND.

**The academy's SENCO's details are:**

<b>SENCo:</b>	Mrs Emma Brereton
<b>Email:</b>	<a href="mailto:emma.brereton@attrust.org.uk">emma.brereton@attrust.org.uk</a>
<b>Assistant SENCo:</b>	Mrs Johana Byrne
<b>Email:</b>	<a href="mailto:johanna.byrne@attrust.org.uk">johanna.byrne@attrust.org.uk</a>

**The academy's staff have been trained and have expertise in the following areas:**

All staff at Caldmore Primary Academy receive regular training on how to meet the needs of all learners and in particular strategies to support students.

Our SEN provision is underpinned by Quality First Teaching and Adaptive teaching approaches.

Training includes...

Understanding Developmental Language Disorder. (DLD)

Understanding Autism in the Early Years

Safer Handling Training

Multi-sensory approach to learning

Identifying Speech and Language difficulties.

Makaton training

Sand Therapy

The SENCo has completed the nationally accredited qualification required to be in the role of SENCo.

	<p>The SENCo assistant has completed certified training in ELSA. 3 staff have completed the Mental Health First Aid qualification. We are also an attachment and trauma accredited school.</p> <p>Our carefully planned Safeguarding and PHSE curriculum support the Social, Emotional and Mental Health of all our young people and we also have termly 'Healthy Body, Healthy Mind' days where pupils are off timetable and learn the steps in how to take care of their own physical, emotional and mental health. Last academic year we launched 'One Goal' and now all the pupils receive, Mental Health Champion training so that they can identify signs of poor mental health in themselves and others and use this to support their peers. Each class also have access to a Worry Monster where they can share on concerns confidentially with an adult.</p> <p>Pupils are aware that if they have any worries or are becoming anxious and feel they need to talk to an adult they can ask to visit the 'Rainbow Room' where an adult will be on hand to talk to.</p> <p>Additional to whole school initiatives we also use Reflexions to support individual pupils.</p> <p>We have a pastoral team that consists of SENCo, SENCo assistant, Safeguarding Lead, Deputy Safeguarding Lead and a Pastoral and Family support worker.</p>
<p><b>The academy will secure equipment and facilities for children with SEND by:</b></p>	<ul style="list-style-type: none"> <li>• Planning through its annual budget</li> <li>• Applying for Higher Tier Funding</li> <li>• Pupils Premium Funding</li> <li>• Applying for grants/additional funding</li> <li>• Buying into the local authority offer</li> </ul>
<p><b>The academy aims to involve pupils with SEND by:</b></p>	<ul style="list-style-type: none"> <li>• 'All About Me'- each pupil with SEN has a profile that they are involved in writing.</li> <li>• Pupil voice is gathered when reviewing and planning new targets.</li> <li>• Widgit pictures and symbols are used to gain the voice of pupils who may be non-verbal or have difficulties communicating.</li> <li>• Aided language boards are used to help younger pupils communicate their needs.</li> <li>• If a pupil has a care plan, they are involved in the writing of the plan and asked to voice their opinions around how they wish their care to be carried out.</li> <li>• Pupil evacuation plans are also shared with the pupils.</li> <li>• All pupils regardless of their additional needs have the same opportunities and offer as their peers. For example: swimming, dance lessons, extra curriculum activities and school trips.</li> </ul> <p>The academy places the pupils at the centre of every decision that is made and pupil voice indicates that the pupils are happy to come to school and feel safe, loved and well supported.</p>



I know if I need help with work, I can ask the teacher.

At school I like to join in everything with my friends. I sometimes get scared and miss my Mum, but I can go to the Sensory Room and have support from Mrs K

I like going to Little Rainbows and building Lego and painting

I do well with Funky Fingers. My Now and Next help me but so do Mrs I and Mr A.

The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:



#### Partnership with parents.

The academy understand that parents know their children the best and are encouraged to share any concerns with the teacher at the start or end of the day. Parents can also request a meeting with the SENCo. Staff can also be contact them through the Class Dojo APP. Parents are also involved through;

- Annual Reviews
- Parents' Evenings
- Plan, do, review cycles
- Parent workshops
- Ongoing communication
- Open door policy
- Plan, do, reviews
- Class dojo app
- Using widget signs, class dojo and google translate to support parents who are new to English

We trust you, and know you understand what our child

Thank you so much for everything. My father told me she was so happy at school...thank you so much. once again, I appreciate everything you are doing for my daughter.

Any concerns or complaints raised by a parent/carers of a

Following our [Complaints Procedure](#).

<p>child with SEND will be dealt with by the academy by:</p>	
<p>The academy works with other agencies to support children with SEND and their families:</p>	<ul style="list-style-type: none"> <li>• Walsall SEND Services</li> <li>• Walsall Education Service</li> <li>• Reflexions (Supporting mental health in schools)</li> <li>• CAMHS</li> <li>• Speech and Language (Walsall Healthcare.)</li> <li>• SENDIASS</li> <li>• Walsall Healthcare (OT)</li> <li>• Outreach</li> <li>• CADMUS inclusion services</li> <li>• Other agencies where required.</li> </ul>
<p>The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Walsall Special Educational Needs and Disability Information, Advice &amp; Support Service (<a href="#">SENDIASS</a>)</p>
<p>The academy works on transition arrangements for children joining or leaving the academy by:</p>	<p><b>Early Years Transition</b></p> <ul style="list-style-type: none"> <li>• Welcome meeting with SENCo available</li> <li>• Play and stay sessions where the SENCo is available.</li> <li>• SENCo meets and visits feeder nurseries and settings</li> <li>• Transition meetings with SEN Early Years team to ensure a smooth transition.</li> <li>• Being School Ready workshop for Nursery parents. (School nursing team)</li> </ul> <p><b>Year 6 moving to year</b></p> <ul style="list-style-type: none"> <li>• Workshops for pupils from Reflexions and School Nurse</li> <li>• Staff from receiving school visit the pupils and speak to class teachers.</li> <li>• Head from local secondary school visits and talks with parents.</li> <li>• Additional visits are arranged for vulnerable pupils</li> <li>• Secondary school SENCO invited to annual reviews</li> </ul> <p><b>Mid-admissions</b></p> <ul style="list-style-type: none"> <li>• Parents and pupils are invited into school to meet staff and to view the school including the pupil's classrooms and (This meeting provides parents with the opportunity to share any concerns and ask any questions.)</li> <li>• Transition is planned carefully for those with additional needs to ensure that everything needed is in place before they start.</li> <li>• On occasions, with advice from other professionals a gradual transition will be put into place.</li> </ul>

The Local Offer produced by the Walsall Local Authority is available at:

<https://go.walsall.gov.uk/children-and-young-people/send-local-offer>