



CALVERLEY PARKSIDE

Calverley Parkside Primary School

SEND Information for Parents

General Statement

At Calverley Parkside Primary School we promote a love of learning within a happy and safe school. The school has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes for all children. We have high expectations of all our children and put support in place at the earliest possible stage where needed. We pride ourselves on being a welcoming and caring school.

All Special Educational needs and Disability (SEND) provision is overseen and managed by the Senior Leadership Team (SLT) in school and is coordinated by the school's SENDCo. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing board on how individual needs are being met and SEND funding is being spent. Every member of staff is directly responsible for meeting the needs of all pupils.

All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. At Calverley Parkside, children who have been recognised as having a special educational need or disability will be placed on the SEND register in school. The child's class teacher will then work alongside the inclusion team to prepare an individual support plan where required. Regular reviews are carried out to ensure children are on track to meet targets and that planning accurately addresses need. We gather evidence of the impact of interventions/provision used/implemented so that we can adapt these as necessary.

Provision on the support plans are set in conjunction with parents, carers, class teachers and the SEND team (with outside agency input where necessary) - they review their effectiveness alongside teachers and support staff. Parents are vital partners in the child's journey through school and are invited to attend review meetings, during which the progress towards the targets is discussed and future targets are agreed. Parents are encouraged to engage in supporting learning in ways that are appropriate for their child.

An appropriate and accessible learning environment is provided within the school building and adapted where possible. The school's accessibility plan is reviewed regularly and is available on the school website.

Staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND e.g. speech and language development and autism. Support is sought from other agencies where necessary in order to maximise learning

potential. These agencies include the speech and language service; Occupational Health service; CAMHS; TAMHS; educational psychologists and cluster services (for example behaviour support, family outreach etc).

The school's policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of children.

Frequently Asked Questions:

How do we arrange for the admission of disabled pupils?

No child will be refused admission to school on the basis of his or her special educational need, disability, ethnicity or language need. Before a child with SEND is admitted to school, a meeting will take place to ensure adequate provision will be available in order to support additional needs, including those pupils with a physical disability. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision, including access to all areas of school and provision for personal care. (see Admission policy for the individual school, as agreed with the Local Authority).

What do I do if I think my child may have Special Educational Needs?

If you think your child may require support which is additional to or different from that offered within the mainstream class then make an appointment to see your child's class teacher in the first instance. For parents who do not already have a child in our school, then please contact the school's SENDCo (Chris Jolley) via the school office on 0113 257 0844 or at cpsleadership@cps.owlcotesmat.org.

How will the school support my child?

Your child's class teacher will provide learning opportunities that meet the needs of your child. Your child's class teacher will discuss your child's needs with the inclusion team if extra support/ advice is needed. If your child has an individual support plan or individual behaviour plan (IBP) the targets/provision from this will be shared with you.

What other support will there be?

Additional support will depend on your child's needs. We have close links with the following agencies:

- Speech and language Therapy Service (SALT)
- Educational Psychology (EP)
- Targeted Mental Health service (TAMHS)/ Children and Adolescent Mental Health Service (CAMHS)
- Specialist training in Autism and Raising Standards (STARS)
- Special Educational Needs and Inclusion Team (SENIT)
- Occupational Therapy (OT)
- School Nurse
- Social Care
- A range of other professionals through the Pudsey Cluster

How will my child be included in activities outside of the classroom?

Whenever possible, the school ensures that all visits and activities are accessible to all pupils. Sometimes Individual Pupil Risk Assessments (IPRA); Positive Handling Plans (PHP) or Individual Health Care Plans (IHP) may be used to include specific advice for activities or trips. These are considered on an individual basis and parents may be contacted for support with these

What equipment and facilities are there to Support Children with SEND?

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, OMAT schools will apply to the Local Authority for an EHCP to achieve additional funds.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned OMAT schools from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

How will the school help children transfer to the next phase of education?

We have excellent links with a number of local high schools that children transfer to. We endeavour to ensure that transition to high school is smooth and well-planned. Individual transition plans are put in place which will include meetings with the SENDCo of the receiving school, visits prior to transition and handover of any relevant paperwork.

Who can I contact for further information?

Calverley Parkside Primary School offers a tiered response to parents. In the first instance, a parent should contact their child’s class teacher and then the school’s SENDCo.

Main contacts in school:

SENDCo	Head of School	Executive Headteacher
Mr Chris Jolley	Mr Chris Jolley	Mr Alan Steele
Contact for all of the above Phone: 0113 2570884 Email: cpsleadership@cps.owlcotesmat.org		

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by Headteacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see school’s separate Complaints Policy).