



The Offer at Calshot Primary School for pupils with Special Educational Needs and/or Disabilities (SEND)

Does the school have a Special Educational Needs and Disabilities Co-ordinator (SENDCo)? If so, who are they, and how can someone get in touch with them?

- My name is Miss Amanda Knowles and I am the SENDCo at Calshot Primary School
- You can arrange a time to see me by popping into school, or telephoning me on 0121 675 1059, or by email at: a.knowles@calshot.bham.sch.uk

Calshot Inclusion Strategy

'At Calshot we aim to provide the highest quality of learning and care for ALL SEND children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers, outside agencies and the wider community. We expect all SEND children in our school to strive to achieve their full potential.'

What kinds of SEND does the school make provision for? What type of provision does the school make and how do they know it works?

Calshot Primary School is a mainstream school. We aim to meet the needs of all our children including those who may have special educational needs or a disability.

At Calshot Primary School we use the definition for SEND from the SEND Code of Practice 2014, which states 'A child or young person has a Special Educational Need (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. That is 'additional' or 'different' from support usually available to children of the same age.'

Learning difficulties or disabilities fall into 4 areas. We know that some children will have difficulty in more than one area and will do our best to meet their needs. The table below explains those areas, the support our school can give and how as a school we know it is working.

Types of need and what it could look like	Examples of support available in our school	How we check it's working
COMMUNICATION AND INTERACTION		
Pupils who find it difficult interacting with the world around them. Some of the difficulties these pupils may have are: • Talking to other adults and children when in a group • Talking about a topic they haven't chosen to talk about • Making friends • Following rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Communicating what they are thinking • Understanding what people mean when they are talking	• Teaching styles • Additional support can be given in a small group by an adult to help the pupil with the things they are finding difficult • Use of support programmes to help the pupil build communication and interaction skills • Use resources in the classroom to help the pupil understand or deal with things that are happening e.g. visual timetables, social stories • Get advice from professionals and specialist staff trained in school • Individual targets are set to help show what the pupil needs help with	• Through observations of the pupil to see if they are communicating or acting differently • By monitoring whether the pupil's targets have been achieved • Through discussion with the adults who work with the pupil • Through discussions with parents • Through discussions with the pupil themselves

Types of need and what it could look like	Examples of support available in our school	How we check it's working
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COGNITION AND LEARNING		
Pupils who find learning, thinking and understanding harder than most other pupils. Some of the difficulties these pupils may have are: • The length of time it takes them to learn a new skill • Remembering important words for reading and times tables • Understanding how to use letter sounds to read and spell words • Needing more time to think through their answers	• Teaching styles • Additional support can be given in a small group by an adult to help the pupil with the things they are finding difficult • Use resources in the classroom to help • Get advice from professionals and specialist staff trained in school • Individual targets are set to help show what the pupil needs help with • Pupils may be given additional time to process information and think through their answers	• By monitoring whether the pupil's targets have been achieved • Through discussion with the adults who work with the pupil • Through discussions with parents • Through discussions with the pupil themselves • Use of the school tracking system to monitor the progress that has been made

Types of need and what it could look like	Examples of support available in our school	How we check it's working
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SOCIAL, EMOTIONAL AND MENTAL HEALTH ISSUES

Pupils who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the difficulties these pupils may have are: • Following rules set by others • Sitting still for very long • Listening to and following instructions • Understanding how they are feeling • Making friends • Dealing with their difficulties in a way that does not cause harm to themselves or others • Taking responsibility for their action	• Advice from professionals and specialist staff trained to give advice to adults working with the pupils • Extra support can be given in a small group by an adult to help the pupil learn strategies to help themselves • Extra support may be given from a mentor during the school day to let the pupil talk about the things that may be upsetting them including any forms of bullying or perceived bullying. This type of programme is tailor made to meet the needs of the child • Individual targets set to help show what the pupil needs help with	• Observations of the pupil • Through discussions with the adult who works with the pupil • Through discussions with parents • Through discussions with the pupil themselves
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Types of need and what it could look like	Examples of support available in our school	How we check it's working
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SENSORY AND/OR PHYSICAL NEEDS

Pupils who have a disability that may make it difficult for them to manage their everyday life without support. This may be because of hearing or visual difficulties, physical difficulties or other medical needs. Some of the difficulties these pupils may have are: • Hearing what others in the classroom or school setting are saying • Reading words on books, worksheets or whiteboards • Require a walking aid or wheelchair to move around • Using equipment without changes or support • Taking medication without adults helping them	• Seek professional advice from specialist staff and outreach services such as visual impairment (VI), hearing impairment (HI), physiotherapy • Specialist equipment • Adaptations to school environment and the curriculum • Accessibility plans	• Monitoring that the pupil has full access to a broad and varied curriculum • Observations of the pupil within the school environment • Through discussions with adults who work with the pupil • Through discussions with parents • Through discussions with the pupil
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Medical Needs

Pupils with medical conditions are not automatically SEND. Individual health care plans/management plans will normally specify the type and level of support required to meet the medical needs of such pupils. If a pupil with medical needs also has SEND, such as those outlined above in the table, then school will work closely with the medical professionals to set targets. The school will administer medicine, as and when appropriate. Further information can be found in the school's Medical Policy, Medicines in School Policy and Allergies Policy.

Accessibility of the school site:

- The school is on two storeys
- All of the doors are wide enough for wheelchair access
- The school has a disabled toilet, which is accessible to adults and pupils
- The school has two disabled parking spaces at the front of the school and one disabled parking space at the Before and After School Club
- There is a ramp suitable for wheelchair users at the front of the school
- All exterior doors from the playgrounds are flat and accessible to wheelchair users
- All of our playgrounds and paths are flat and accessible to wheelchair users

- The Nursery and Reception classrooms and play areas are flat and accessible to wheelchair users
- The five upstairs classrooms, ICT suite and KS2 Library are accessible by stairs only as there is no lift
- Staff make arrangements to meet parents, who are wheel-chair users, in a convenient location to discuss the progress of their child and special provision is made for wheel-chair users at assemblies, performances, etc

For further information, please see the *Accessibility Plan* on the school website.

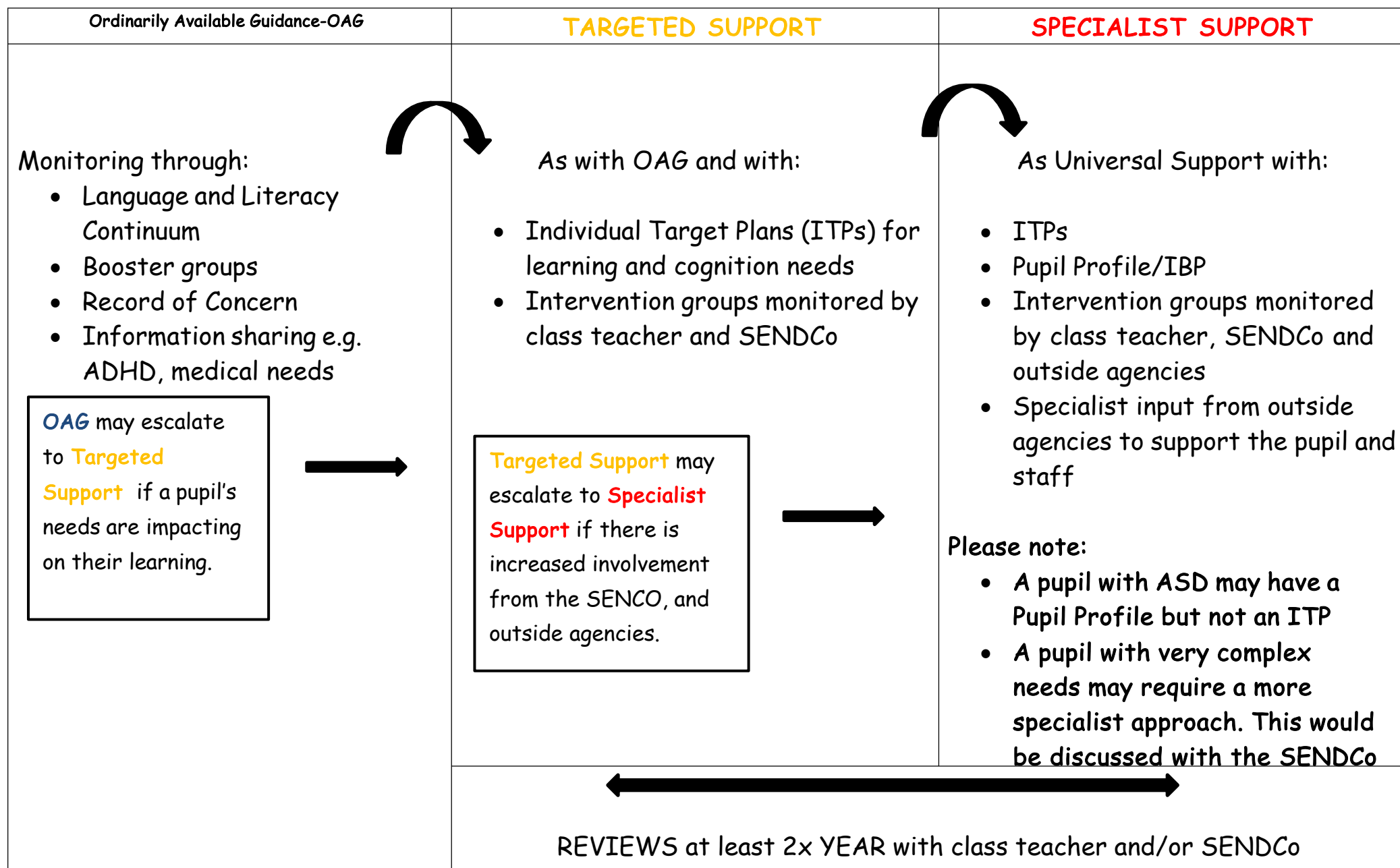
How does the school identify and assess SEND?

In school we use a variety of different ways to assess whether a pupil has SEND. Some of these ways include:

- Observations
- School based test results
- Information from pupil progress meetings held termly
- Information from parents and carers
- Information from the pupil
- Specialist assessments carried out by the school support services
- Information from previous settings
- Discussions with staff who work with the pupil
- Records of Concern kept by the class teacher

Once a pupil is identified as having SEND a graduated approach to support is taken. The pupil's needs will be first assessed; support will be planned and then carried out and reviewed. At the review any necessary changes will be made. (SEE BELOW AND POLICY ON WEBSITE)

The Graduated Response to Special Educational Needs Provision at Calshot Primary School



How does the school monitor how much progress is being made by pupils with SEND?

- All pupils are tracked termly through school-based assessments and teacher observations.
- In addition, pupils with SEND are tracked using the Birmingham Language and Literacy and Maths Toolkits which support assessment when a pupil is making smaller steps of progress; this information is also used to evaluate the impact of provision.
- SEND pupils are set individual targets through Individual Target Plans (ITPs); these are reviewed at least 3 times a year, and are shared at reviews with parents. This helps the school to monitor how well interventions are working.
- The progress of each pupil is discussed at pupil progress meetings with the class teachers, phase leaders, Head Teacher, Deputy Head teacher and SENDCo when required.
- The effectiveness of SEND provision is closely monitored by the SEND governor who makes half termly reports to the full governing body.



What extra-curricular activities can a pupil with SEND access when at school?

All children have access to any extra-curricular activities in school- see the website for details. Where appropriate and possible, any adjustments, including pre-visits/tutoring, will be made to Extra Curricular activities to ensure pupils with SEND are fully included.



What training do the staff have in relation to SEND?

In our school we believe that all staff should be involved in supporting pupils with SEND and so we ensure the staff have relevant and high-quality training to help them do this; if appropriate, this forms part of the staffs' performance management process. So far staff have all had the following training:

SAFEGUARDING

EPI-PEN (used in the treatment of anaphylaxis for severe allergic reactions)

ASTHMA/ALLERGY TRAINING

INDIVIDUAL TARGET PLANS (ITPS)/TOOLKIT TRACKER

ELS PHONICS

EAL TRAINING

AUTISM LEVEL 1

MAKATON LEVEL 1

WELLCOMM

In addition to this various staff have received training for different aspects of SEND, including:

THE NATIONAL SENCO AWARD

AUTISM LEVEL 2 AND 3

MAKATON LEVEL 2

DYSLEXIA AWARENESS

FIRST AID

PHYSIOTHERAPY PROGRAMMES

MENTORING

SENSORY CIRCUITS

ANGER MANAGEMENT

SAFER HANDLING/TEAM TEACH

PRECISION TEACHING

ASD PROGRESSION FRAMEWORK

EBSNA (EMOTIONALLY BASED SCHOOL NON-ATTENDANCE)

How does the school get more specialist help for pupils if they need it?

In our school if we feel a pupil needs specialist help we can work with the following people to get this. We will speak to you before we contact any agency to talk to you about how they can help your child.

Agency or Service	Who they work with	How school can contact them
Behaviour Support Team (BST)	Pupils with emotional, social or mental health difficulties that impacts on their behaviour at school.	School have an allocated worker who they will contact after a parent or carer signs a referral form.
Communication and Autism Team (CAT)	Pupils who are being assessed or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties.	School have an allocated worker who they will contact after a parent or carer signs a referral form.
Educational Psychology Service (EPS)	Pupils with complex needs. An Educational Psychologist will always be involved with a pupil who is referred for an Education and Health Care Plan.	School have an allocated worker who they will contact after a parent or carer signs a referral form.
The Birmingham Virtual School is the Children In Care Education Service (CiCES)	Looked after children, including those with SEND.	Termly meetings are pre-arranged with an allocated social worker.

Physical Support Team (PST)	Pupils with physical disabilities which impact on their access to the school setting.	School have an allocated worker who they will contact after a parent or carer signs a referral form.
Language, Learning and Strategic Support (LLSS)	Pupils who are working below the expected levels for their age. A Pupil and School Support Teacher will also work with staff in schools offering advice and training.	LLSS teachers regularly visit schools. School will let parents or carers know if they need to work with the pupil.
Speech and Language Therapy Service (SaLT)	Pupils who have a high level of speech and language difficulties.	School can refer a pupil to this service once parents or carers give their consent.
School Nurse	Pupils with medical needs, particularly when medication is needed.	A school nurse may be aware of your child's medical needs through your family doctor. School can refer a pupil to this service once parents or carers give their consent.
Birmingham Families and Safeguarding Team	Specialist Children's Social Care teams providing a range of services for children with complex needs.	School can refer to this service.

How are parents of pupils with SEND involved in the education of their children?

Our school has an open door policy for parents, where if you have any concerns or questions these can be discussed.

In addition, our school aims to regularly involve parents through a variety of different ways:

- Parents' evening
- INSPIRE workshops
- Regular meetings with SENDCo, class teacher and support staff
- Target setting so parents can see what their child is working on next
- Regular newsletters to inform you of what's happening in school
- Curriculum leaflets to let you know what your child will be learning that term
- Home reading logs
- Information on school website
- Signposting to parent groups and schemes
- Parents questionnaires
- Parent views on individual target plans
- Parent coffee morning/afternoons
- Workshops delivered by external agencies

How are pupils with SEND involved in their education?

We aim to involve all pupils in their own education. For pupils with SEND we use a variety of strategies to support this including:

- Involvement of the pupil in review meetings
- Self-assessment at the beginning and ending of learning
- Person Centred Reviews
- Having a range of equipment available for the pupil to choose from
- Ensuring the pupil works with a range of partners
- Ensuring the pupil has a named adult they can go to if they need help
- School Council
- One page pupil profiles
- Visual timetables
- Communication cards



If a parent of a child with Special Educational Needs or Disability has a complaint about the school, how does the Governing Body deal with the complaint?

- If you have a complaint about the school please contact **Mr Michael Wingrove** (Head Teacher) and we will do all we can to resolve the issue. Our school and Governing Body take complaints seriously and will act upon these on an individual basis.
- If for any reason you are unhappy with how the school has dealt with your complaint, then you can outline your concerns in writing to the Governing Body. **Mr Dharmesh Rajput** is the Chair of Governors at Calshot Primary School.

How does the Governing Body involve other people in meeting the needs of pupils with SEND including support for their families?

At Calshot we have a Governor who is responsible for SEND/INCLUSION. Her name is **Miss Sarah Howells**. You would be able to contact her via the school office.

She meets regularly with the SENDCo. During these meetings the SEND Governor will make sure that pupils are being supported by the right service both in and outside the school. The SEND Governor

is active within the school, observes what is happening in the classroom and meets with class teachers, support staff and pupils.

In addition, the Head Teacher and SENDCo have to give a report to the SEND governor twice a year, this will occur during the Autumn and Summer Term. This is shared with the Governing Body so all Governors are aware of how SEND pupils are being supported in the school and how well this support is working. The Governing Body will challenge, support and advise the Head Teacher if appropriate provision is not being made.

Who are the support services that can help parents with pupils who have SEND?

Agency	How they support parents	How to contact them
Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)	SENDIASS is a free, confidential service that offers impartial information, advice and support to families of children and young people with special educational needs or disabilities, and young people themselves (aged 16+). The service can help you to make informed choices and be actively involved in decisions about your child's education.	Tel: 0121 303 5004 Email: sendiass@birmingham.gov.uk

Parent Link Service	The SEND Parent Link Service is the first point of contact for parents or carers of children with a Special Educational Need or a Disability to get advice and support. The service is here for you if you are not sure who to contact, where to go for advice or support you need, or you just want to ask a question.	Tel: 0121 303 8461 Email: ParentLinkService@birmingham.gov.uk
Birmingham Families and Safeguarding Team	The Family Support and Safeguarding Service provide services for children and families across Birmingham. The Family Support and Safeguarding Service is made up of: • Children's Centre staff and partner agencies (eg health visiting) providing services for all children • Family Support teams providing services for children with additional needs	You can contact the Family Support and Safeguarding Service via: The Children's Information and Advice Service Tel: 0121 303 1888.

	• Specialist Children's Social Care teams providing services for children with complex needs	
Communication and Autism Team (CAT)	The Communication and Autism Team are an educational service, working in schools and settings to support children and young people on the Autistic Spectrum (AS) and its associated difficulties, including the reduction of stress and anxiety amongst children and families with a child on the Autistic Spectrum.	Email: CATParentEnquiries@birmingham.gov.uk
Birmingham Children's Speech and Language Therapy (SaLT)	Are you the parent/carer of a child or young person with speech, language or communication needs and/or eating, drinking and swallowing concerns? You can contact the Speech and Language Therapy Team for advice, strategies and support.	Tel: 0121 466 6231

Forward Thinking Birmingham (Previously CAMHS)	Forward Thinking Birmingham is the mental health service for 0-25s in Birmingham.	1 Printing House Street Birmingham B4 6DF Tel: 0300 300 0099 Email: ftb@bch.nhs.uk
Educational Psychology Service (EPS)	Educational Psychology provides professional psychological services for children, young people and families in a wide range of educational and community settings.	Tel: 0121 303 0100 Website: http://www.birminghameducation.supportservices.co.uk/Services/4524
Sure Start	Sure Start Centres are open to all parents, carers and children and many of the services are free. You can get help and advice on child and family health, parenting, money, training and employment.	Website: www.gov.uk/find-sure-start-childrens-centre
Barnardos	Barnardos work directly with children, young people and their families. They run services, including counselling for children who have been abused, fostering and adoption	Website: www.barnardos.org.uk Brooklands Great Cornbow Halesowen, West Midlands,

	services, vocational training and disability inclusion groups.	B63 3AB Tel: 0121 550 5271 / 6
Edward's Trust	Support for children and families during serious illness and bereavement.	www.edwardstrust.org 43a Calthorpe Road Edgbaston Birmingham B15 1TS UK e-mail: admin@edwardstrust.org.uk Tel: 0121 454 1705
ADDISS (The National Attention Deficit Disorder Information and Support Service)	Provides people-friendly information and resources about Attention Deficit Hyperactivity Disorder to anyone who needs assistance - parents, sufferers, teachers or health professionals.	www.addiss.co.uk ADDISS P O Box 340 Edgware Middlesex HA8 9HL Email: info@addiss.co.uk Tel: 020 8952 2800

How do the school support pupils with Special Educational Needs through transition?

We aim to make transition as easy as possible for the pupils in our school.

When starting at our school we:

- See the child in their current setting if appropriate
- Meet with or speak to staff at the pupil's previous school or setting
- Provide the pupil with a transition book of photographs of the key staff and areas around school if appropriate
- Read reports from people who have worked with the pupil
- Arrange visits to our school before the pupil starts
- Give adults working with the pupil a one page profile describing the things that help to support them in school

When moving to a new year group we:

- Introduce the pupil to their new teacher individually
- Arrange class visits to the new year group
- Provide the pupil with a transition book that has photographs of key staff and areas around school to look at during the holidays

- Talk to the pupil and their family to answer any questions about the new year group
- Give any adults working with the child a one page profile describing the things that can support them in school
- In the Summer Term an SEND handover meeting is arranged. At this meeting all the teachers share information about the SEND pupils that they have been working with that year. There is an opportunity for teachers to share what has and maybe what hasn't worked so well for the pupil.

When moving to a new school we:

(This includes transition from Year 6 to secondary school)

- Where a pupil is receiving targeted or specialist support we will invite key staff from the new school to a transition review. This may be held early to ensure transition work can be undertaken. If appropriate this may take the form of a Person Centred Review (PCR), but each review will be tailored to fit the needs of the child and the support they need
- Talk to key staff at the new school about things that will help the pupil to learn well and be happy
- Arrange extra visits to the new school with a member of our staff
- Talk to the pupil and their family so we can answer any questions they may have about the new school
- Where appropriate a transition pack will be provided

How parents find the Birmingham Local Authority's Offer?

The Birmingham Local Authority's Offer can be found at:

<https://localoffer.birmingham.gov.uk/>



Date of last review: September 2026