



# CALVERLEY PARKSIDE

**Universal SEND Offer**

## **General Statement**

The school has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed.

All SEND provision is overseen and managed by the Senior Leadership team in school and is coordinated by the SENCo. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and SEN funding (£6,000+) is being spent.

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 resource. Clear SEND Support Plans or IBPs are put in place and reviewed regularly with evidence gathered of impact of interventions used. Key assessments are then made to ensure children are on track to meet targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

Children are involved in setting of personal targets and review their progress alongside teachers and support staff. Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress and targets for learning. They 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 with additional funding if available and necessary e.g. ramps added to aid wheelchair users.

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, behaviour management, autism.

Support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service, Occupational Health service, CAMHS ; local authority services e.g. school improvement, educational psychologists; cluster services e.g. 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.

Main contacts:

Headteacher: Mr Alan Steele

SENCo: Mr Chris Jolley