



Every Learner Valued,
Every Opportunity Seized,
Every Achievement celebrated

Campton Lower School-SEND School Offer

Name of school	Campton Lower School
Type of setting	Mainstream Lower School
Name of SENCo	Mrs Sarah Fraher
Address	Rectory Road, Campton, Shefford SG17 5PF
Phone number of SENCo	01462 813359
Email of SENCo	office@camptonlower.org
Website	www.camptonlower.org

School's mission statement

At Campton Lower School, we aim to provide for your child:

- A happy and safe environment with a family atmosphere
- A structured, broad curriculum
- Teaching that recognises each individual's ability and potential
- Stimulating, exciting and enjoyable approaches to learning
- Encouragement towards a healthy lifestyle
- Equal opportunities for all.

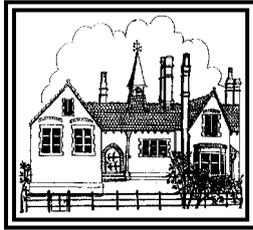
1. How will both you and I know how my child is doing and how will you help me to support my child's learning?

We aim to make our curriculum and teaching accessible to all parents and carers. Parents and carers should have a clear view of what their child is learning and the progress they have made. At Campton we ensure communication between home and school through:

- School newsletters
- Termly curriculum newsletter and planning overview from teachers
- Home learning projects
- Parental consultation meetings
- Parent workshops e.g. maths at home, new parents information
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If your child has an EHCP or individual provision map there will be formal meetings arranged with parents and appropriate external agencies (at least annually) where their needs are reviewed and individual targets set. For children with an EHCP this will be the 'Annual Review' meeting. For children who have an individual provision map, this may take the form of a review meeting alongside an external service such as Speech and Language Therapy. These review meetings allow for parental and pupil voice.

Parents can request a meeting with the SENCo at any time during the academic year.



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2. How accessible is the school environment?

Campton has a single story building for the school site. There is an upstairs for staff only. It is wheelchair friendly with ramps around the building.

3. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

All children are carefully tracked and their progress, attainment and wellbeing monitored continually. Children with additional needs or SEND may be initially identified through a concern raised from parents, baseline assessment on entry, teacher referrals and when a lack of progress has been made through Wave 1 and Wave 2 provision.

Where children are not making the expected progress we will set up a meeting to discuss this with you in more detail. We may plan future support during this meeting and review whether referrals to outside agencies (such as those listed in section 7) are appropriate.

If you have concerns about your child's progress or wellbeing please speak to your child's class teacher initially. The SENCo or head teacher are also available if you have ongoing concerns.

Early intervention and identification of SEND is important. On entry to school in Reception all children are assessed on a baseline assessment. During our thorough transition programme, emerging individual needs or difficulties can be identified and discussed with parents and provision adapted accordingly.

4. How will school staff support my child?

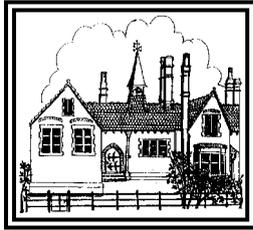
In all year groups the class teacher is responsible for targeted teaching and learning that matches the needs and stage of development of all children, this is known as 'Quality First Teaching' or Wave 1 provision. Teachers and Teaching Assistants know the children very well. Planning, teaching and learning builds upon what the children already know, can do and can understand.

If a child is demonstrating a specific difficulty or is not making good progress the class teacher may implement further strategies (Wave 2). This may include 1:1 or small group work outside of the classroom run by trained Higher Level Teaching Assistants. These interventions are closely monitored by the SENCo and class teacher.

For pupils who have been identified as needing further specialist support, this will be discussed with you through an initial meeting (outlined in section 3) and referrals to external agencies (section 7) can be made.

If your child has an EHCP a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved in your child's care will be invited.

In addition, should you have any concerns or questions throughout the year, you are welcome to arrange an appointment with your child's class teacher, SENCo or Head teacher.



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5. How will the curriculum be matched to my child's needs?

We provide a highly structured continued professional development programme which focuses on Quality First Teaching. We focus strongly on a research based approach which reflects current research and pedagogy. Learning environments are designed to provide a communication friendly space that reflects the children's individual needs and stage of development.

Teaching and learning for children with additional needs is personalised through individual provision maps. This document outlines individual targets, approaches to learning, group and/or 1:1 work and specific resources. Support for children is developed and planned cooperatively with parents and carers.

6. What support will there be for my child's overall wellbeing?

At Campton we are proud of our distinctive ethos and caring atmosphere, where everyone is encouraged to feel part of a strong family, all working together to meet the needs of all our children. We aim for all learners to grow into well-rounded, happy and curious learners in an environment where they feel safe and supported.

Being a school with high pupil mobility – due to a Service family intake – Campton Lower provides additional pastoral support for children experiencing emotional or social issues, particularly issues linked to postings or deployment.

7. What specialist services and expertise are available at or accessed by the school?

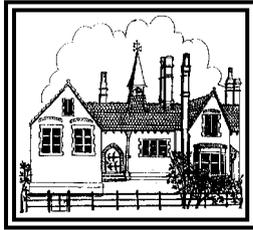
Within the staff team there are specialisms such as Dyslexia, Autism and Social Communication difficulties, and Speech and Language development. All teachers and most Teaching Assistants are trained in Sounds-Write which underpins the delivery of phonics teaching in our school.

We are able to access support from the following external agencies

- Educational Psychology
- SEND
- Education Welfare Officer
- Early Help service
- School Nurse
- CHUMS
- Occupational Therapy
- Child Development Clinics
- GP
- Paediatrician
- Speech and Language Therapist

8. How will my child be included in activities outside the classroom including school trips?

All children are included in trips and visits off site. Staff and the SENCo liaise fully with parents to



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ensure the level of support and strategies before and throughout the trip lead to a safe and enjoyable experience for your child.

Campton has a strong family ethos, where individuals are cared for and valued. Staff are vigilant in their duty of care for our children and families. Child safety and wellbeing are prioritised above all. There is a high proportion of staff with paediatric first aid training.

The before and after school club is run by an external company: Pippins & Bramleys, who operate a fully inclusive policy.

9. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We know that the first transition into school is fundamental in its effect on further transitions within school and throughout adult life. It is imperative that transition to school is smooth, that all children feel safe, secure and 'at home' when they arrive. In order to ensure a positive experience we:

- Visit children in their nursery or pre-school
- Offer a home visit for parent and child
- Invite children for Stay and Play visit to school
- Invite parents to an information evening
- Offer an initial part time attendance

For all families, the induction meeting, visits to school and home enable opportunities for us to discuss and understand your child's needs, and any additional concerns about their transfer to school.

For some children with SEND transitions can be particularly difficult. Meeting with parents, staff and SENCo to discuss and plan the transition into school is important. This programme may include extending or repeating visits to school or increased period of part time attendance.

When a pupil with SEND is preparing to transfer to another school, we will put transition activities in place. This may involve additional visits to the new setting.

The transfer to middle school has its own managed programme which every child accesses. Staff from the receiving school visit the children to discuss and answer their questions.

SEND paperwork and most recent provision maps are given to and discussed with the member of staff responsible for the child's support at the receiving school. Where possible a meeting with the new school's SENCo is arranged. We are able to liaise with middle schools to set up additional transition visits for pupils we feel are more vulnerable during this process of change.

10. How are the school's resources allocated and matched to children's/young people's special educational needs?

The school budget includes money for supporting children with SEND. The Head teacher and



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Governors decide the annual budget for SEND on the basis of needs within the school and the School Development Plan.

The SENCo audits resources and identifies training/support for staff. The SEND resources are reviewed regularly and adapted to meet the profile of needs across the school.

Specialist or specific resources needed for individual children are outlined and put into place through the provision map, EHCP and during the 'Annual Review' process.

11. How are parents involved in the school? How can I be involved?

At Campton we ensure communication between home and school through a range of different routes (also outlined in section 1 and 9). Class teachers send out curriculum news, detailing planned learning and enabling parents to support this at home. Parents are invited to come into school for information evenings (such as 'meet the teacher' 'starting school') curriculum workshops, shows and concerts and parent consultation evenings. This enables us to build strong relationships with parents and support learning across home and school.

For children with additional needs we tailor home-school communication to enable a more detailed regular feedback, for example, communication books.

All parents are welcome to become involved further in day to day school life. You can:

- Become a member of the PTA
- Become a parent Governor
- Volunteer in school
- Ask to speak to staff to express your ideas and/or concerns

12. How are children included in planning for their support and provision?

Pupils are given the opportunity to comment on their support, how they learn best, likes and dislikes. They are also able to set personal targets that they would like to achieve. This takes place during review of their provision map and for children with an EHCP, the 'Annual Review' process.

13. Who can I contact for further information?

For a child already attending the school, your first point of contact if you have concerns is the class teacher.

If you have further questions or concerns or your child is not currently at the school contact:

SENCo- Sarah Fraher

Headteacher- Laura Dolling

Central Bedfordshire Information:

<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>