



Callands Community Primary School

SEN Report 2025/26

This is the school SEN information report and responses to questions from Warrington LA Local Offer. Callands Primary Academy School caters for children between Reception to Year 6 (age range: 4 – 11). We value the individuality of all children and are committed to giving all of our children every opportunity to achieve their full potential. We actively seek to remove the barriers to learning and this means equality of opportunities must be a reality for all our pupils. Please phone us to discuss any aspect of this report or if you require more information.

Answers to Parent and Carer Questions

1.	Who is the school's SENCo and how do I get in touch with them?	<p>Our Special Educational Needs Co-ordinator (SENCo) is Mrs Bate.</p> <p>Contact details:</p> <ul style="list-style-type: none"> • Callands.sen@wpat.uk • 01925 444795 • You can also request an appointment via the school office.
2.	What kinds of Special Educational Needs and Disabilities (SEND) are catered for at your setting?	<p>We provide support for pupils across the 4 broad areas of need as laid out in the SEND Code of Practice 2015:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
3.	Which policies relate to children/young people with SEN?	<ul style="list-style-type: none"> • SEN Policy • Accessibility Plan • Safeguarding Policy • Behaviour Policy
4.	How does the education setting know if children/young people need extra help?	<ul style="list-style-type: none"> • Information may be received from previous settings, parents/ carers and other professionals in external agencies. • Teachers' observations show that a pupil is struggling with a particular difficulty causing them to not be meeting age related expectations. • Trained staff provide on-going teacher assessments and tracking of pupil progress which will identify possible areas of need. • Children may be identified as needing additional support through regular Pupil Progress meetings.

		<ul style="list-style-type: none"> Concerns are raised by parents/ carers and these may lead to an assessment which identifies a particular need. Staff identify a change in the pupil's behaviour, attitude and /or progress in learning. A pupil asks for help as they find an area of learning more difficult – this would be explored further by the class teacher.
5.	What do I do if I think my child/young person has SEN?	<p>The steps to raising concerns about your child are:</p> <ul style="list-style-type: none"> Discuss any issues with your child's class teacher or inform the school before your child starts with us. The class teacher will then work closely with others to monitor and assess your child depending on the need identified. Further meetings will be held between the class teacher, SENCo and parents/carers to discuss possible next steps and other professional involvement.
6	How will the education setting staff support my child/young person and will the curriculum be adapted?	<ul style="list-style-type: none"> All of our class teachers are teachers of SEN and the school embraces an inclusive approach to whole school learning. In accordance to the school's policy, everyone will have access to quality first teaching with appropriate reasonable adjustments in place. All staff follow the graduated response to ensure the needs of the pupils are met. If adaptation are required, such as visuals, writing slope, coloured overlay, then these will be recorded on a pupil passport. If a pupil has additional needs related to more specific areas of their education, then an individual education plan may be implemented following discussion between you, the class teacher, pupil and SENCo. Parents/carers will be asked to sign a copy of the document once prepared. This document will provide specific targets that will be reviewed termly. SMART targets are used for targeted support for individuals or groups. Research based interventions will be set up by the class teacher and SENCo to support learning within the classroom and these interventions will be monitored and evaluated by the class teacher, teaching assistants and SENCo to ascertain the impact of the provision and to inform next steps. Interventions are recorded on a provision map. Occasionally, a pupil may need expert support from an external agency. If they meet the criteria, referral forms are then completed in co-production with parents/ carers and forwarded to the appropriate agency. That agency may conduct a series of assessments and following these provide a program of support to the school and parents/ carers. The recommendations from professionals will be included within the IEP targets and interventions. A record of the interventions is kept so that the impact and effectiveness of an intervention can be ascertained.

		<ul style="list-style-type: none"> • Training is provided throughout the year to teachers, support staff and whole school staff to ensure that all are up to date with the latest SEN policies and practices. • Subject leaders have created a specific curriculum that is accessible to all.
7.	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • Through regular discussions with the class teacher and any teaching assistant who work with your child. Progress will be discussed with parents/carers at least three times a year via two parents' evenings and an annual report. In addition to this, parents/carers will also have regular reviews of Individual Education Plans (IEPs). • Teaching staff are usually available at the end of the day for short informal discussions; longer appointments can be made with the class teacher, through the school office. • For all year groups, curriculum overviews are produced and published on our website. These are produced to outline the subject content and topic links children will cover each term so that parents/ carers can support their child at home. • Pupil Progress Meetings are held every term with the SENCo, headteacher and class teachers to discuss the progress of all pupils. This discussion will allow for progress to be monitored and allow any potential problems to be highlighted and appropriate support to be put in place. If professionals are brought into school to support with assessment and to offer recommendations, then time will be allocated for you to discuss your child with them. • The class teacher/SENCo can suggest ways in which you can support your child at home. Any recommendations received from an external agency are discussed with children and parents/carers. • If a child has specific medical needs, then a Health Care Plan will be put into place after a meeting with parents/carers and appropriate staff. • Annual review meetings are held for children with an Education & Health Care Plan (EHCP) and parents/carers attend these as well as school and the Local Authority.
8.	How will my child be consulted about their own learning?	<p>Opportunities for consulting our pupils include:</p> <ul style="list-style-type: none"> • Pupil Voice: surveys, interviews and questionnaires • Pupil Passport meetings • IEP meetings • Annual Review meetings • Ongoing discussions/evidence gathering with class teacher and support staff • Those with communication difficulties, will have their views sought via the staff who work closely with them and parents/carers
9.	What support will there be for my child's overall emotional health and wellbeing?	<p>The school offers a wide range of support for children/young people experiencing emotional difficulties including:</p> <ul style="list-style-type: none"> • The class teacher/SENCo/Behaviour Lead are available for children to talk to • Pupil Voice • Safeguarding team can support emotional health and wellbeing. • School's Mental Health Link Team

		<ul style="list-style-type: none"> • My happy mind programme
10.	What specialist services and expertise are available at or accessed by the education setting?	<p>We are supported by a range of professionals who we can access support from as appropriate; some of these specialist services and experts are provided through the Local Authority, and some are independently resourced. The range includes:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Occupational Therapy • ASC Teacher • SEMH Lead Teacher • Orthoptic Visual Processing Difficulties Clinic • School Health • CYPMHS (Children & Young People's Mental Health Services) • Child protection/ safeguarding team • Medical professionals such as epilepsy team • ASC/ ADHD specialist nurse • SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) <p>Access to these services is prioritised according to need and availability. This would be dependent on school judging that the child meets the required criteria for this support.</p>
11.	What training are the staff supporting my child/young person with SEN had or having?	<ul style="list-style-type: none"> • The SENCo has been awarded the National Award for Special Educational Needs Co-ordination. • Those staff working with children with speech and language difficulties will be supported by the SENCo and are trained in speech and language programmes as determined by Speech and Language Therapy. • The SENCo attends regular SEN training within the Local Authority and other clusters, including the WPAT SENCo network meetings to maintain up to date knowledge of SEN practice and to share and develop good practice. This is then fed back to all staff. • Some staff have had specific training related to individual children, for example, to provide physiotherapy programmes or about medical conditions. • Staff regularly access appropriate training as guided by the SENCo, headteacher and Local Authority. • School has access to the local offer that provides training services.
12.	How are Callands' resources allocated and matched to my child's SEN?	<ul style="list-style-type: none"> • Children with an EHC plan will have their own budget to support them. Money is used to provide recommended resources or to deploy staff, or to access specialist training. • The school's provision mapping identifies categories of need on an individual, group, class and whole school basis. Funds are allocated to best meet the needs of pupils and spending is regularly reviewed. • Further support or resources may be allocated to your child following assessments by the SENCo, or outside agencies (e.g. Speech and Language Therapy, EP, etc.). • Further training for teachers and teaching assistants will be planned depending on the gaps identified in children's learning.

13.	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • The Headteacher/SLT and SENCo will allocate resources and support based on a child's individual needs, following discussions with the class teacher and where appropriate, advice from external professional agencies and parents/ carers. This will be in line with the SEND Code of Practice. • The allocation of support will be informed by the school's own internal assessment procedures and any external professional reports. Any plans or interventions will be discussed with parents/ carers and reviewed regularly. • Support will be reviewed and change according to the ongoing review of need which will be discussed with staff, parents/ carers and child. • Through Pupil Progress meetings and discussions between school-based staff around the child.
14.	How will my child/young person be included in activities outside the classroom, including school trips and after-school clubs?	<ul style="list-style-type: none"> • Callands Primary School endeavours to include all pupils in all activities and will work closely with parents/ carers to try to ensure barriers to participation are removed and reasonable adjustments made, wherever possible. • A risk assessment will be carried out for individual's participation where required; this will be verbally shared with pupils and families where appropriate to ensure the correct provision is in place. • Trips and activities, including after school clubs, are always available to all. • In some circumstances, we may ask a parent/ carer to accompany their child on a trip or activity to enable them to safely access it. This would be considered through the risk assessment process.
15.	How accessible is your setting?	<ul style="list-style-type: none"> • The main building is fully accessible and has one ground floor level only. • There is an accessible toilet for children and adults situated in school. • There are disabled parking spaces at the front of the building. • As a school we are happy to discuss individual access requirements and we will make reasonable adjustments wherever possible. We carefully consider the layout and use of the building in relation to the needs of the individual child in order to meet their needs appropriately. • The Accessibility Plan can be found on the school website for further information.

16.	How is my child supported when joining, transferring to a new setting, or moving on to the next stage of education and life?	<p>The SENCo liaises with other settings at the point of transition, both into school in the early years, and out of school to secondary education.</p> <p><u>Transition Into and Within School:</u></p> <p>We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions as smooth as possible. This may include, for example:</p> <ul style="list-style-type: none"> • Additional meetings for the parents and child with the new teacher. • Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are, etc. • Opportunities to take photographs of key people and places in order to make a transition booklet. • When a child joins from another setting, the school makes contact with that setting to support transition. <p>Similarly, if a child leaves during school, Callands' staff will endeavour to liaise closely with the receiving setting. The school endeavours to listen and take account of views of parents and carers regarding the needs of pupils with SEN when they join school. Enhanced transition arrangements are tailored to meet individual needs.</p> <p><u>Transition to Secondary School:</u></p> <p>Transition reviews for Year 6 pupils are held, where possible, in the Autumn Term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews, e.g. extra visits, travel, training etc.</p>
17.	Who can I contact for further information?	<p>If you wish to discuss your child's educational needs, please contact one of the following:</p> <ul style="list-style-type: none"> • Your child's class teacher or the teaching assistant who works in their classroom or with your child • SENCo – Mrs Bate • Headteacher – Mrs Bentley • SEN Link Governor – Mrs Giblin <p>Appointments can be made with any of these people through the school office.</p> <p>There are a number of external contacts who can provide support including:</p> <ul style="list-style-type: none"> • Parent Partnership (SENDIASS) • School Health • ADDvanced Solutions • Warrington Parents and Carers Forum (Warrpac)
18.	What should I do if I have a complaint?	<p>If you feel that your concerns are not being dealt with appropriately, please follow the schools Graduated Response procedure, as outlined by our Complaints Policy, by speaking to the class teacher before speaking to the SENCo or Headteacher. Failing this, an appointment can be made to see the SEN Governor via the school office.</p>
19.	What is Warrington's Local Offer?	<p>Warrington's Local Offer</p>

Answers to Children's Questions

1.	How does the school know if I need extra help?	<ul style="list-style-type: none"> • Through something that you or your parents/ carers have told us. • We might have noticed that you are struggling with work in class. • Your behaviour or attitude might tell us that you need support. • You may not be making the usual progress in your work.
2.	What should I do if I think I need extra help?	<ul style="list-style-type: none"> • Speak to your parents/ carers and ask them to speak to your teacher. • Speak to your teacher or another adult who works in your class. • Speak to the SENCo (Mrs Bate). • You can put a note into the Worry Monster/Box in your class. • All adults in school will want to help and support you, including other teachers you have worked with and all support staff,
3.	How will my work be organised to meet my individual needs?	<p>We can make reasonable adjustments to your work in different ways:</p> <ul style="list-style-type: none"> • We can give you different resources to help you. • We can break your work into smaller chunks. • You can monitor your own progress and see your successes. • We can give you some extra work on a new topic before you start it so you feel more confident. • We may give you help in a small group to help you learn a new skill. • We will listen to you and understand what you find difficult so that we can offer the right kind of support.
4.	How will I be involved in planning for my needs and who will explain it and help me?	<ul style="list-style-type: none"> • Your class teachers and Teaching Assistants will speak to you. • You will be involved in reviewing and planning targets. • You will discuss how you learn best using your Pupil Passport and IEP, if you need one. • We will ask for your opinion through surveys and questionnaires. • Your voice will be collected for annual reviews if you have an EHCP and any referrals we make for further support.
5.	Who will tell me what I can do to help myself and be more independent?	<ul style="list-style-type: none"> • The adults who work with you will support you. • You might have a list of what you need to do, either written or visual. • Check your class visual timetable to tell you what lessons you will have. • Your teacher and TA will set you targets to help you and break big tasks into smaller ones. • We do lots of lessons and assemblies in school to develop resilience, risk taking, resourcefulness, reflection and good relationships. Everyone has targets (e.g. written feedback from teacher, specific targets from teacher) to get better at these things and so will you (with lots of help along the way).

6.	What should I do if I am worried about something?	<ul style="list-style-type: none"> • Speak to a friend, a parent/carer, or an adult in school – we all care and want to help! • Speak to our Safeguarding Lead, Mrs Westwood. She'll be able to have a chat and maybe give you some ideas. She will also speak to your class teacher to make them aware, if necessary. • If you worry a lot, you may have a worry book/ diary and use that to communicate with adults at home.
7.	How will I know if I am doing as well as I should?	<ul style="list-style-type: none"> • We will talk to you regularly. • When your teachers mark your work, they will tell you. • Your teacher and TAs will give you feedback during lessons. • Adults will review your targets with you. • You can ask your teacher if you are doing well.
8.	How can I get help if I am worried about things other than my work?	<ul style="list-style-type: none"> • Talk to us about what is worrying you and we will work with you and find people to support you. • You can tell your teacher, TA, or any member of the school staff.
9.	Are there staff in school who have had special training to help young people who need extra help?	<ul style="list-style-type: none"> • All of our teaching staff have regular training in areas of SEN. • Staff are trained in lots of intervention programmes to help you with your learning. • Our SENCo access a range of training to offer support to other staff. • We have lovely staff who are trained to help you when you feel sad, worried, anxious, or unconfident.
10.	Can school staff get extra help from experts outside the school if they need to (e.g. advice and training on medical conditions)?	<p>Yes, we can! We can get help from lots of different professionals to help with your needs as appropriate, including:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapy • Occupational Therapy • ASC Teacher • SEMH Lead Teacher • Orthoptic Visual Processing Difficulties Clinic • School Health • Social Services • CYPMHS (Children & Young People's Mental Health Services) • Child protection/ safeguarding team • Medical professionals such as epilepsy team • ASC/ ADHD specialist nurse
11.	If I have difficulty in taking part in school activities what different arrangements can be made?	<p>a. How will I know who can help me? Talk to a member of staff with your parents/ carers or on your own.</p> <p>b. Who can I talk to about getting involved in student activities if I need extra help? If you want to get involved in an activity, we will make sure that you can and give you the help you need. Talk to one of the adults in your classroom.</p>

12.	What help is there to help me get ready to start school?	<ul style="list-style-type: none"> • We will speak to you and your parents/ carers before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information. • We will usually hold a meeting with the people who help you now so that we have everything in place to help you. • We will speak to your new school before you start. We will aim to ensure that you can visit and meet the people who will help you before you start.
13.	I am coming to school to prepare for employment – how will I be supported?	<ul style="list-style-type: none"> • We will listen to your dreams and aspirations. • We will regularly invite people from the world of work into school to tell you about their jobs, and to inspire you to be prepared for employment. • We will encourage and support you. • We will help you develop social skills, good relationships, resilience, and confidence to take risks, resourcefulness, independence and reflection skills. • We will see you as an individual.