



## **Kelsey Primary School – SEND Information Report 2017**

### **Special Educational Needs and Disabilities at our school**

Because we believe that all pupils are individuals, we strive to ensure that they all receive challenge and support in order to achieve at school and be happy in their learning. Every class teacher plans lessons carefully to ensure full pupil participation. The activities are differentiated and personalised to suit pupils' abilities, needs and strengths. Resources are matched appropriately for all pupils' interests and abilities, with additional support or materials being provided where needed, within the limits of the financial resources of the school.

### **SEND code of practice definition:**

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child has a learning difficulty or disability if: 1) he or she has significantly greater difficulty in learning than the majority of others of the same age. 2) he or she has a disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in mainstream school.

### **Key members of staff along with your child's class teacher and the Headteacher:**

Mrs Langridge – Special Educational Needs Coordinator

Mrs Borrill – SEN Learning Support Assistant

### **How does the school know how well my child is doing?**

We carefully track all of our children's progress across each term by analysing data and through observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them including:

- National Curriculum expectations
- P scales (PIVATs) – steps before the National Curriculum for children in Year 1 and above.
- Reading, phonics and spelling assessments.
- Standardised assessments (completed by Specialist Teacher or Educational Psychologist) – gives us a clearer picture of areas of strength and development.
- Assessments for learning – day to day within the classroom. Checking progress against individual targets.

### **How does Kelsey Primary School identify children in need of additional support?**

Children are identified as having SEND in a variety of ways including:

- Liaison with parents/carers prior to the child starting school.
- Liaison with previous settings/schools prior to transferring to our school.
- Daily assessment of learning in class.
- Termly reviews of the child's progress and attainment which indicate if the child is performing below age related expectations.
- Concerns raised by the parents or child about particular subjects or skills.
- Concerns raised by other adults in school.
- Liaison with outside agencies.
- Health diagnosis through paediatrician.

### **How do parents/carers raise concerns? How will the school respond?**

- 1) Contact your child's teacher to discuss concerns.
- 2) Together you will decide a plan of action.
- 3) The Special Educational Needs Coordinator (SENCo) will be informed and if appropriate, your child will be placed on the SEN register or be carefully monitored.
- 4) Targets may be put in place or outside agencies may be requested.
- 5) Assessments or observations may be requested by external agencies to support with suitable target setting.
- 6) A plan will be put into place and shared with the pupil, parents and supporting adults.
- 7) The targets will be monitored carefully and reviewed every term. The class teacher will communicate with you about your child's achievements, needs, support and next steps (this may be as part of parents' evening).
- 8) If your child has been identified as having SEN and we have followed all advice from outside agencies with little signs of progress it may be necessary to move forward and formalise your child's needs through applying for an 'Education Health Care Plan'. This is a document that school have to legally follow. This will bring together the education, medical and social care needs of your child (as appropriate).

### **Agencies that could be involved:**

We will endeavour to ensure that all children receive the most appropriate support. We currently have involvement from:

- Speech & language therapy (SALT)
- Specialist Teaching Team (STT) – also qualified to assess children for dyslexia
- Educational Psychologist (EP)
- Counselling services.

We can also make referrals to: GPs, paediatricians, Family Action workers (to support with issues impacting on your child and the family), Child & Mental Health Service (CAMHs), Education Welfare Service.

### **Interventions**

Each intervention is managed and monitored by the Class Teacher, SENCo and the Headteacher through 'provision maps'. These include:

- Targeted 1:1 sessions with Mrs Borrill (SEN Learning Support Assistant)
- Group sessions for: learning, personal, social and emotional development, and physical development (as needed)
- Agency support, e.g. speech & language, counselling, specialist teacher
- Data is used to track the effectiveness of the intervention enabling us to put further plans in place if necessary.

The provision maps are updated termly.

### **What support will there be for my child's emotional and social well-being?**

- Teachers, Teaching Assistants and Midday supervisors build up strong relationships with children to support their emotional needs.
- Peer support is actively encouraged throughout the school, including Key Stage 2 role models on the infant playground.
- Discussion time is planned in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.
- We have a clear behaviour policy which is adhered to by all staff (please see this on the school website).

- All incidents are communicated to the relevant members of staff and recorded as appropriate. After any incident we expect the child to reflect upon their behaviour to enable them to identify why the incident occurred and what the child needs to do next time to improve their behaviour.
- All child protection issues will be reported to the Headteacher.
- Our school councillor is in school on a weekly basis and will work with pupils on a 1:1 basis or with groups as necessary.
- If necessary, we are able to run PSED intervention groups such as 'Time to talk'.
- If a child has a behavioural need we can create an Individual Behaviour Management Plan (IBMP) which will be written alongside the child and parents/carers, with the advice of any outside agency involved.
- If it is deemed necessary we can make a referral to the Emotional, Behaviour Support Service for their involvement.

### **Medical Needs**

- If your child has specific medical needs, please contact either your child's class teacher or the SENCo (also first aider) so appropriate plans can be put in place
- If needed, a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked storage box.
- As a staff we have regular first aid training and updates of conditions and medication affecting children. The Headteacher ensures this training remains fully up to date.

### **How are school governors involved and what are their responsibilities?**

- The SENCo or Headteacher reports to the governors on a termly basis to inform them about the achievement of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the governors is responsible for SEN and meets regularly with the SENCo. They also report back to the Governors to keep them informed. Our current SEN Governor is Penny Crosby.
- The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support and challenge they need in order to achieve their potential.
- The SEN budget is targeted to allow every child to make at least good progress. Any budget requests are considered by the SENCo and recommended to the Headteacher and Governing body. If a child is in great need the SENCo will discuss further options with the Headteacher who may access the core school budget if needed.

### **How will I be involved in helping my child?**

As with all parents we provide feedback as needed and will give advice on what to work on at home. Additional activities may be sent to support your child, e.g. word cards, spellings, books, pencil or scissor control activities, maths tasks or games such as memory games. You may be advised of useful websites, 'apps' or strategies to adopt when working at home. If your child is assessed by an outside agency there may be specific advice to follow, e.g. organisational strategies, behaviour management strategies, games to play.

Parents are encouraged to attend review meetings and consultation evenings with class teachers or the SENCo (as appropriate). Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time.

### **Accessibility of the school & activities or trips outside the classroom**

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.

### **Transition between classes and to new schools**

Transition between classes involves:

- Sharing of information between teachers and teaching assistants (including paperwork, successful strategies etc).
- 'Move up' sessions where your child will spend time in their new class and with their new teacher during the summer term.
- Open evening in the summer term for you to meet your child's new teacher.

Transition to secondary school:

We understand the transfer to secondary school can be a daunting time and maybe even more so if your child has SEN. We will support you and your child by:

- Liaising with staff from the chosen secondary school.
- Invite your child's Year 7 teacher or SENCo into school to meet in familiar surroundings.
- Organise visits to his/her new secondary school in the term before transfer.
- Provide information about the needs of your child to their transferring school.
- Organise agency support for transition where appropriate.

### **Looked after children**

Kelsey follows the national guidance on this and there are documents on the School Website under Policies.

### **Lincolnshire Local Offer for SEN**

Details of this can be found at:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

### **Who to contact for further information or if you have a complaint about SEN provision**

- The school website has a great deal of information and all the policies made available to you.
- The first point of contact with any concern is your child's class teacher.
- If you are considering sending your child to our school please contact the administrator, Mrs Blackburn on 01652 678387 to arrange to meet the Headteacher, who will happily discuss how our school can meet your child's needs.

**Updated September 2017**