

## **Keresforth Primary School**

### **SEN info report**

*Welcome to our special educational needs and disability (SEND) information page.*

Keresforth Primary School is an all-inclusive school which strives to ensure and support **all** children so that they are **all** able to achieve their full potential.

In order to do this many steps are taken to support them on their journey through school. Quality teaching is vital; however for some children there are occasions when further additional support may be needed for them to achieve their targets, this is certainly true for children with SEND.

We understand that every child is different and therefore the educational needs of every child are different. For this reason what we offer children with special educational needs and/or disabilities is tailored to meet the individual needs for the child. The provision for each child is designed by staff working alongside the child, the child's family and where necessary other outside agencies (e.g. speech and language therapist, physiotherapist, educational psychologist).

The school's Special Educational Needs Co-ordinator (SENCO) is Miss Charlotte Gaunt supported by Mrs Angela Osborne.

The SEND Governor is Mr Harry Goodliffe.

The school works with due regard to the SEN Code of Practice (2014) and the Equality Act (2010).

Please use the question links below to find out how we strive to meet the needs of your child. If you do not find the answer to your questions please contact the school on 01226 284147.

## **What is a special educational need?**

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 them as learning is more difficult for them than other children of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age;  
or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act 2014) (SEN Code of Practice 2014, 1.8).

There are four broad areas of need which are planned for and supported;

- Communication and interaction

*e.g. speech, language and communication difficulties and Autistic Spectrum Disorder*

- Cognition and learning

*e.g. moderate/severe difficulties with learning*

- Social emotional and mental health difficulties

*e.g. attachment disorders, Attention Deficit Hyperactivity Disorder and disruptive behaviour*

- Sensory and/or physical needs

*e.g. physical disabilities, visual or hearing impairment and multi-sensory impairment*

## **What is a disability?**

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

## **What should I do if I feel my child has SEN or a disability?**

If you feel that your child may have special needs or a disability then the first thing to do is to speak to your child's class teacher. If necessary an appointment can be made so that you can discuss concerns in more detail, the class teacher may also ask the SENCO to attend. At this meeting after discussing things we may feel that it is necessary to put in place some strategies and interventions to try and remove any barriers your child has to learning.

## **How will school decide if special education provision is needed?**

Consideration of whether special education provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. Where a pupil is making less than expected progress, the first response is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, will assess if the child has SEND. The pupil's response to targeted, high quality teaching helps to identify their particular need. Pupils at this stage are placed on 'monitoring' for up to two terms (two cycles of assess, plan, do, review) before a decision is made as to whether it is necessary to place them on the SEN register.

We consider all information includes accurate assessments related to pupil progress, pupil and parent views and, for higher levels of need, more specialised assessments from external agencies and professionals. Slow progress and low attainment does not necessarily mean that a child has SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it we do not be assume that attainment in line with age related expectations means that there is no SEND.

## **What will the school do in order to meet my child's special need or disability?**

Only some children will require interventions which are additional to and different from the differentiated curriculum provided for all children. This forms part of the Graduated Response. This SEN support takes form in a four part cycle (assess, plan, do, review) which helps to gain a growing understanding of the pupil's needs and what support is effective in helping to secure good outcomes.

Each child's education programme will be planned by the child's class teacher and will be differentiated accordingly to suit the needs of the child. This can include additional support by the teacher or teaching assistants in school. Sometimes if a child has a specific area of need, they may be placed in a small focus group or receive one to one support. If appropriate specialist equipment may be provided for the pupil e.g. non-slip mats, pen/pencil grips, easy to use scissors, overlays for reading and iPads for recording work. We have also set up individual work stations/quiet areas for children who need it.

If your child has been identified as having a special need they will be given a Support Plan. Support Plans are reviewed termly by the class teacher and SENCO and are also discussed with parents. Targets will be set for the child according to their area of need.

## **How will I know about the support my child is getting?**

The closer that you work with your child's teachers, the more successful any help for your child can be. Parents are made fully aware of planned support and interventions and we aim to seek parental involvement to reinforce/contribute to progress at home.

All parents receive an annual report on their child's progress. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support to help them achieve them, and identify the responsibilities of the parent, the pupil and the school. Teachers meet with parents to review support plans at least three times a year. A record of the outcomes, actions and support agreed through discussions is kept and shared with the appropriate school staff and a copy will also be sent home.

Appointments can be made to speak to the class teacher and/or SENCO at a mutually convenient time by contacting the school office.

### **What support from outside agencies would be child be able to access?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists. We have links to a variety of services and agencies to support children and who will offer expert advice to school. These include \*Education Psychology \*CAMHS \*School nurse \*Health visitor \*Speech and language therapist \*EWO \*Inclusion services \*Social care team/stronger families.

Parents will be involved in any decision to involve specialists.

### **How will my child's learning needs be assessed and their progress monitored?**

Class teachers make regular assessments of progress for all pupils.

Identification and assessment of pupils' with SEND will include:

- Teacher observation
- Observational checklists
- End of Key Stage attainments
- Assessment against year group standards (at the appropriate level for your child)
- Standardised tests
- Information and advice from other agencies
- Pupil and parent views
- Diagnostic texts
- Dynamic forms of assessment which involve:
  - observing and recording responses in different environments
  - identifying strengths and weaknesses
  - identifying learning rates and learning styles
- Termly reviews of individual support plans and progress towards outcomes.

This assessment information highlights where pupils are making less than expected progress in related to their age and individual circumstances.

### **Can children with SEND participate in extra-curricular activities?**

Activities and school trips are available to all. Risk assessments are carried out by staff prior to any visits or activities. Procedures are then put in place to enable all children to participate. However if it is deemed that an intensive one to one support is required then a parent/carer may be asked to accompany their child. Extra meetings and planning may take place with parents of children with a medical need in order for staff to be fully aware of the needs of the child.

## **What arrangements are made for support staff when working with children with SEND?**

Staff are regularly trained and updated on the different needs of pupils in school. We ensure support staff are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by teaching assistants.

Specialist services/teachers visit school to support all staff in meeting the needs of pupils in school. If staff need to have specialist training for any individual they will regularly attend courses to keep updated e.g. Elkan, speech and language training, Early Bird training for children on the autistic spectrum, Up and Away and Jump Ahead for motor skills.

## **Are there any arrangements for supporting and improving emotional and social development of children with SEND?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. Members of staff such as the learning mentor, SENCO, child's class teacher and head teacher are readily available for pupils and parents who wish to discuss issues and concerns.

PSHE time takes place in all classrooms for children to raise issues in a safe environment and for the teacher to tackle any concerns they may have picked up.

Lunch time activities/clubs and the learning mentor are available for children who find these times a challenge. The learning mentor picks up any individuals or groups that have issues that cannot be addressed in a class situation on a one to one basis. The learning mentor also runs small groups to support emotional and social development. We also have links with CAMHs, school nursing team, councillors and the educational psychologist service when necessary.