

King's Stanley C of E Primary School Annual SEND information report (September 2018)

This report also serves as our contribution to Gloucestershire's Local Offer

At King's Stanley C of E Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

We aim to support the children to become confident learners in life and to strive towards the greatest independence possible.

Our Special Educational Needs Co-ordinator is:

Mrs Kerr-Anne Hollis

Our Special Educational Needs Governors are:

Leigh Bown

There are many Special Educational terms that are abbreviated that can lead to confusion. For an explanation of these terms [See Appendix One](#)

The responses to the questions that follow will give you information about the SEN Local Offer from King's Stanley C of E Primary School

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?

- We receive information from our pre-school settings or from previous schools when pupils join the school.
- All our children are visited in their homes before starting in Reception class
- The progress of all pupils is monitored regularly by the class teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with the parents/carers and the pupil concerned.
- If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher who will then liaise with our Special Educational Needs Coordinator (SENCO) as appropriate.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE HAVING?

- Our SENCO is a qualified and experienced teacher and has completed the National Award for SENDCo (NASENCO). She holds postgraduate diploma in teaching Specific Learning Difficulties (accredited by the Dyslexia Association). Her training is on-going and she receives regular training in specific areas of need.
- All our teachers hold qualified teacher status.
- All staff members including TAs and HLTAs receive training in order to best support our pupils with SEN e.g. in Dyslexia and Autism

## HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- All teachers are provided with information on the needs of individual children so that they can plan the learning within the curriculum to ensure that all pupils are able to make progress
- Differentiation is planned for groups and individuals according to need.

## HOW WILL THE SCHOOL SUPPORT MY CHILD?

All children in the school receive Quality First Teaching

For your child this would mean

- That the teacher has the highest possible expectations for your child and all the pupils in their class.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Every class has at least one T.A. in the morning. In addition all Key Stage One classes have an additional TA in the afternoon. Additional TA support can be deployed for specific children who may be experiencing difficulties. We have two TAs whose primary role it is to deliver interventions. The interventions are co-ordinated by the SENCO.

### Interventions

The school may identify the need for additional support. This may take the form of interventions delivered either in small groups or one to one. A provision map shows the range of interventions available in school. [See Appendices Two and Three](#). The intervention may be:

- Run in the classroom or withdrawal from the classroom setting.
- Run by a teacher, the SENCO or by a specially trained TA.
- Your child will have specific targets (These will be detailed on a special plan) to help him/her make progress.
- These targets will be shared with the parents/carers
- Your child may be referred, with your permission, to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. For a list of professionals that the school can draw upon [See Appendix Four](#)
- The specialist professional will work with your child to understand their needs and make recommendations that may include:
- Support to set better targets that will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with an outside professional.

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.

Your child may need specialist equipment e.g. a coloured overlay, a writing slope, use of a laptop. This provision will be detailed on your child's plan.

### **Gloucestershire Local Offer**

Click here [www.gloucestershire.gov.uk/local](http://www.gloucestershire.gov.uk/local) for details of what the Local Authority can offer your child.

### **If your child has an EHCP(Education Care Plan)**

Some children will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours per week) that cannot be solely provided for from the budget available to the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process that sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether your child's needs (as described in the paperwork), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think that your child needs this, they will ask the school to continue with the support that they had been providing.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they will need more than 20 hours of support in school in order to make good progress. If this is the case they will write an EHC Plan.
- The EHC plan will outline the number of hours of individual/group support your child will receive from the L.A. and how the support will be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

As part of our support for all children in school, we can consult with support services and health agencies employing a multi-agency approach.

<h4>HOW WILL THE SCHOOL MONITOR THE PROGRESS OF YOUR CHILD?</h4>
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- Your child's progress is continually monitored by the class teacher.
- Governors are responsible for monitoring the effectiveness of the provision in place for children identified with SEN. The SENCO meets regularly with the SEN Governor who then reports back to the governing body.

- Children are assessed at regular intervals and National Curriculum levels given in reading, writing and maths. If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used. This shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'.
- We monitor the progress of all children receiving additional support, at regular intervals, to ensure that the provision we have put in place is having the impact we are expecting. This may highlight any potential problems in order for further support to be planned.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Very occasionally a child with SEN may be exempted from these tests. Children may be granted additional support in these tests such as extra time, a reader and/or a scribe.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

#### HOW WILL I KNOW HOW MY CHILD IS DOING?

- You will be able to discuss your child's progress at Parents' Evenings
- Your child's plan is reviewed at regular intervals and discussed with parents.
- We operate an open-door policy. Your child's class teacher will be available every day to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is also available to meet with you to discuss your child's progress.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

#### WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?

- The well-being of all our pupils is our primary concern at King's Stanley C of E Primary School. Personal, Social and Health education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum.

- For children who are encountering social and emotional difficulties we have a Family Support worker.
- In addition Silver Seal groups are run on a weekly basis led by a trained HLTA. The groups develop social interaction and communication skills.
- We have a robust anti-bullying policy and behaviour policy.

#### Pupils with medical needs

- If a child has complex medical needs then a detailed Care Plan will be compiled with support from the school nurse in consultation with the parents/carers. These are discussed with all staff who are involved with the child.
- Where necessary and in agreement with the parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both the child and staff member.
- Two signatures are required when any medicine is administered.
- 3 members of staff have the basic First Aid qualification and 3 have the more advanced paediatric training qualification.

#### HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

As a school we are happy to discuss individual access requirements.

- The school is totally accessible at all levels.
- All doors are wheel chair friendly.
- There is a toilet for the disabled and a wet room with shower.
- A lift enables easy transit between levels.

#### HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- Activities and school trips are available to all children.
- Where there are concerns for safety, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs. If appropriate parents/carers are consulted and involved in the planning.
- Additional support will be deployed where necessary e. g. A swimming coach alongside a child in the water during swimming lessons.
- However if it is decided that an intensive one-to-one support is required a parent or carer may be asked to accompany their child during the activity.

#### HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE LEAVING THIS SCHOOL OR MOVING ON TO ANOTHER CLASS?

We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and where necessary a planning meeting will take place with the teacher. All IEPs will be shared with the new teacher and TA. Parents/carers will have the opportunity to meet with the new class teacher to discuss any concerns they may have.
- Children have at least one session with their new class teacher prior to the new school year.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year Six:

- All records are passed onto the secondary schools.
- The SENCO liaises with the SENCOs from the secondary schools to pass on information about children with SEN.
- Secondary school teachers visit pupils prior to them joining their new school.
- All children visit their new school in Term 6. For children with SEN many schools offer additional visits.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO THE CHILDREN'S SPECIAL EDUCATIONAL NEEDS?
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- The school budget, received from Gloucestershire County Council, includes money for supporting children with SEN.
- The school, in consultation with the governors, Head Teacher and SENCO decides on the budget, on the basis of needs in the school.
- The money is used to provide additional resources/training and support as needed.
- Resources may include deployment of staff depending on individual circumstances.

WHAT SHOULD YOU DO IF YOU FEEL THAT THE SCHOOLS LOCAL OFFER FOR SEND IS NOT BEING DELIVERED OR IS NOT MEETING YOUR CHILD'S NEEDS?
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The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet the SENCO and/or our Head teacher.

Date September 2018

Review date September 2019

## Appendix One Glossary of the most used SEN terms

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHC	Education Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impaired
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate learning difficulty
NC	National Curriculum
OT	Occupational Therapist
PP	Pupil Premium
PSP	Pastoral Support Plan
SALT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SPLD	Specific Learning Difficulty
VI	Visual Impairment

#### Appendix Four Specialist services available to the school

At times it may be necessary to consult with outside agencies to receive their more specialised services:

- Gloucestershire Outreach Support Child protection advisers
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner)
- Social Services
- School nurse
- Speech & Language Therapy team
- Occupational Therapy team
- Advisory Teaching Service. This offers support for Cognition and learning, Communication and Interaction, hearing Impairment, Visual impairment, Behaviour, Emotional and Social difficulties, and Physical Difficulties
- Early years support
- Hospital Education service