

King's Stanley C of E Primary School Annual SEND information report
(September 2020)

King's Stanley C of E Primary school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, SENDCo and all other members of staff are responsible for teaching children with SEND. Our SEN Policy can be found on our website or requested from the school office.

The SENDCo is Kerryanne Hollis and can be contacted through the school office or via email hkanne@kingsstanley.gloucs.sch.uk. Our Special Educational Needs Governor is Leigh Bown.

The kinds of special educational needs that we can provide for:

The SEN categories and their descriptions which are set out below are intended to help schools and Education and Library Boards (ELBs) prepare for data collection. Some examples are listed below?

<p>Communication and Interaction Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions and maintaining focus • May have difficulties with motivation in order to complete tasks • Have social interaction skills which are not always appropriate • May have peer relationship difficulties • May not be able to initiate or maintain a conversation <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language • May need augmented communication systems • May need repetition of language and some basic language needs to be used to aid their understanding <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary • Ideas/conversations may be difficult to follow, with the need to request frequent clarification 	<p>1. Cognitive and Learning</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Information processing • Difficulty understanding and developing new concepts <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia</p>
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<ul style="list-style-type: none"> • May have some immaturities in the speech sound system <p>Grammar/phonological awareness may still be fairly poor</p>	
<p>Social, emotional and behavioural</p> <p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD, ADD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image 	<p>Sensory and/or Physical</p> <p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Gross/fine motor skills • Visual / hearing • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

Our policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)

At Kings Stanley C of E Primary School we have a SEN Policy, which can be found on our website. The SENDCo is Kerryanne Hollis and can be contacted through the school office or via email hkane@kingsstanley.gloucs.sch.uk.

How we identify if a child has Special Educational Needs or Disability.

Children may be identified as having Special Educational Needs and/or Disability (SEND) through a variety of ways including the following:

- Liaison with Pre-school group/ nursery/ previous school
- Child performing below age expected levels
- Concerns raised by Parent/Carer
- Through meetings held between the teachers and head teachers
- Concerns raised by the teacher that behavior or self-esteem is affecting performance
- Liaison with external agencies e.g. Speech & Language Therapist/ Health Services
- Health diagnosis through paediatrician/doctor
- Discussion through Parent/Teacher reviews

As a school we measure children's progress in learning against national expectations and age related expectations. The class teacher continually assesses each child and records areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Early Years Foundation Stage through to Year 6, using a variety of different methods to ensure at least expected progress is being made.

Children who are not making expected progress are identified through our termly Pupil Progress Review meetings with the Class teacher, Head teacher, and Deputy Head. In these meetings a discussion takes place concerning individual children's progress and next steps needed to ensure they are on track.

What arrangements for consulting parents of children with SEN and involving them in their child's education?

At Kings Stanley C of E Primary School we believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. Through parent consultations and My Plan, My Plan + or EHCP review meetings we will ensure that parents have clear and up to date information regarding their child's education. At any time parents may speak to with the class teacher or the SENDCo if they have any questions.

What are the arrangements for consulting young people with SEN and involving them in their education?

Before My Plan review meetings are held the SENDCo works with the child to ensure that they are aware of their next steps and the child is part of the review process, they will often complete a My Profile recording the child's views.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

The school is committed to continually monitoring the progress of all the children in the school. This takes place in a number of ways:

- Progress is continually monitored by the class teacher.
- Data and levels from classed based assessments are recorded in line with Early Years Foundation Stage and National Curriculum requirements. Children who may not be meeting National Curriculum requirements may be assessed using a range of alternative assessments, including pre key stage assessment markers.
- At the end of each Key Stage (Year 2 and 6) children are formally assessed using Standard Attainment Tests (SATs). These are required by the Government and results published nationally. In addition children in Year 1 will also complete a Phonics Screening check.
- Children who do not make expected progress are referred to the SENDCo through the Kings Stanley SEND Guidance Booklet and a discussion will be had with parents, teachers and SENDCo to identify next steps.
- Children on the Gloucestershire Graduated Pathway will have their My Plan, My Plan+ or EHCP reviewed in line with the apply, plan, do and review cycle.
- The progress of children on a Statement/EHC Plan is formally reviewed at an Annual Review meeting with all adults involved invited to attend.
- The SENDCo monitors the progress of all SEND children by collecting data.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. We recognise that transition of any sort can be difficult time for you and your child and will take steps to ensure that this process is as smooth as possible.

- For children entering the school from another setting we will work with the previous SENDCo to ensure we have information on the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet their needs.
- When moving classes in the school information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared. A support book may sometimes be used to help your child.
- When moving to a new school we will contact the SENDCo to ensure they know about any special arrangements and will ensure that all records are passed on.
- When moving to secondary school we will arrange to meet the SENDCo to talk about ways to ensure the transition is smooth. There may be specific meeting to prepare you and your child for this move and will be appropriate for the child to visit their new school.

What is the approach to teaching children and young people with SEN?

All pupils have the right to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by the class teacher, and study the curriculum appropriate for their needs. All teaching and support staff are aware of the Early Years Foundation Stage Statements and the National Curriculum Statements and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils diverse learning needs
- Remove the barriers to learning and assessment

Teachers match the learning objectives to the needs and abilities of the pupils. They use a range of strategies to develop the pupil's knowledge, understand and skills. Where appropriate materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment process.

Are there specific resources and strategies may be used to support your child individually and in groups?

The school acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these can be improved

What adaptations are made to the curriculum and the learning environment of children and young people with SEN?

All work within the class is differentiated so that all children are able to access objectives according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class; however on occasions, this can be individually differentiated for a child with a Statement of Special Educational Needs or an Educational Health Care Plan.

What is the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured?

- The SENDCo's job is to support the class teacher in planning for children with SEND
- Whole school training is given to staff as and when appropriate
- Staff who need additional training are either sent on training courses, or are provided with in house training when needed.
- The SENDCo is involved with the SEND cluster group based in the North Cotswolds.

How is the effectiveness of the provision made for children and young people with SEN evaluated?

The SENDCo writes provision maps for each term and evaluates the interventions used based on classroom assessment. Where there has been little or no progress made the interventions will be adapted or changed to suit the purpose of need. As the SENDCo works closely with outside agencies their advice is taken and is used to inform next steps.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

All activities are differentiated to meet individual needs of the children. Teachers and SENDCo work together to ensure that all needs are met to ensure that a fully inclusive environment is achieved.

What support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The SENDCo works closely with the class teachers to ensure that all children's emotional and social development is monitored. Pastoral plans are put in place when needed. Tree house therapy is used to support children who need extra support.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Several outside agencies are used and the SENDCo and teachers use the information given to inform the next steps for the child's progress.

Agencies such as:

- EP and Advisory Teaching Service advisors help and advice for TAs and staff are sought as well as NHS health specialists such as School Nurse where necessary.
- Services the school can call upon to help with support/advice and training:
- Occupational Health Service
- Advisory Teaching Service for Hearing Impaired, Communication and Interaction
- Educational Psychology Service
- School Nurse
- Specialist Health Advisors (e.g. Diabetes team)
- Speech and Language team

Link to Gloucestershire Local Offer -
<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>