

SEN Information Report

Kennington Primary School

Kennington Primary School is a mainstream school

How does Kennington Primary School know if my child needs extra help?

The progress of all children at Kennington Primary is tracked and monitored each term. This enables early identification of children who are struggling to make the progress that is expected. Staff who have any concerns pass this on to the SENCO who then monitors progress and advises on next steps.

What should I do if I think my child may have special educational needs?

Your first contact should always be with the class teacher as they know your child. The class teacher will share your concern with the SENCO. The class teacher and/or SENCO will report back to you what the planned next steps will be; this will be following the Graduated Approach of 'Assess, Plan, Do, Review'. If you feel that you need to contact the SENCO directly, parents are able to ring school or email. Contact details are on the website.

How will the school staff support my child?

All children in school are entitled to and receive 'Quality First Teaching'. Through this all staff support children in a variety of ways in class through their daily teaching. This can be from visual prompts, word banks, seating arrangements, TA support and differentiated tasks etc.

If children are still not making expected progress or not meeting age related expectation then they will receive intervention. This is usually small group work to help consolidate any learning they are struggling with. For example; Talk Boost, Fast Track Phonics and Precision Teach.

The next step for children who still struggle or who are working well below age related is to assess using PIVATs. PIVATs is an assessment and tracking tool. It breaks learning down into small steps so that progress can be seen for all children. This assessment helps staff to create a Learning Support Plan. The plan will talk about the child's strengths and difficulties and focus on approximately three targets for the half term. These plans are shared with parents and the children.

As a school we also use the services of Reachout ASC to support staff in providing the correct support for neuro diverse children in school, we also use outreach services from Acorns Primary School to support children with more complex educational needs. We also use Golden Hill to support children, families and staff with supporting children with behavioural difficulties. As a school we can use the Lancashire Educational Psychology Service, we can have one slot per term to discuss concerns about a child. They will then formulate an action plan for school to follow.

In the case of children with medical needs, specialist support, equipment and training is provided by IDSS and NHS (School nurse, Diabetes Nurse etc...).

How will I know how my child is doing?

As part of the 'Assess, plan, do review' cycle, parents should be kept up to date with the progress of their child in relation to the Learning Support Plan. The plan will be shared at the start and parents involved in the review at the end. In most cases a cycle will be a half term (approx 6 weeks) but for some children it may be as short as 2 weeks depending on needs and targets.

For children who have an EHC plan, there will be a mid point review as well as an annual review. Parents will receive all relevant paperwork concerning their child. Where needed there can also be regular TAF meetings (every 6 weeks).

The school has two Parents Evenings each school year, the first is in October and the second one is in February.

The school operates an Open Door policy with regards to any concerns a parent may have.

How will my child's needs be identified and the learning and development provision matched their needs?

The method of identifying and allocating provision follows a graduated approach:

Quality First Teaching

Each child's education will be planned for by the class teacher through 'Quality First Teaching'. Teaching and learning will be differentiated accordingly to suit the needs of individual children.

Additional Need

If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher or teaching assistant. The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the teacher to establish the effectiveness of the provision and to inform future planning (assess, plan, do, review)

SEN Support

If a pupil is receiving support that is; additional to or different from their peers in class they will be identified as requiring SEN Support. Through the 'Assess, plan, do, review' cycle a support plan will be created. This plan will be created using input from all involved with the child.

Children who have a sensory difficulty such as a hearing or visual impairment are also classed as SEN Support. In most cases they won't have a learning support plan, but will have a 'Pupil Passport' that outlines their difficulties and what

support/strategies they need to help them in class. These passports are updated annually (more regularly as appropriate) and used as part of the transition to the next class.

Complex Needs

If a pupil's needs are more complex a formal assessment for an Educational, Health and Care Plan may be undertaken. In order for this process to start, the school must have followed the graduated approach.

For children who have an EHCP and need to follow a highly personalised and life skills based curriculum there is the opportunity for them to join a small group (max 6 children) called Maple Group every morning.

What support will there be for my child's overall well-being?

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

The whole school follows a structured PSHE scheme of work for children to support this development.

We also have a nurture teacher who is available to support children.

All staff in school have had training using the PSED PIVAT's which can track and offer interventions for staff to utilise.

What training have staff, supporting children with SEND had or are having?

All support and teaching staff are kept regularly up to date with First Aid Training to ensure the staff are familiar with what action to take in the event of an emergency. In addition, Diabetes and EpiPen training has been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

If staff feel they need training to support a child with an identified need in their class, then where possible this will be provided. Examples of courses staff have attended:

1. Developing an highly individualised curriculum
2. Understanding autism
3. Speech and Language courses including Makaton

Through different training and services offered, staff are able to increase the extent SEND pupils are able to participate in the school curriculum.

How will you help me to support my child in their learning?

Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.

The SENCO (Mrs Alanna Richardson) or the specialist teachers may meet with you to discuss strategies on how to support your child with their specific needs.

How will my child and I be involved in making decisions about my child's education?

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account, this may be through:

- * Informal discussion with staff
- * Teacher and child meetings
- * Teacher and parent meetings
- * Review meetings, including outside agencies where appropriate
- * Informal meetings and discussions

How will my child be included in activities outside the classroom, including school trips?

Appropriate provision and reasonable adjustments will be made where necessary. Meetings will be held with staff, parents and outside agencies to discuss the best way to include a child. As a school we want all pupils to be able to access extra activities.

There are three residential trips in Key Stage 2, a Year 3 and 4 trip to Borwick Hall and a Year 6 trip to Tower Wood.

Swimming lessons take place in Key Stage 2.

Medical support will be put in place where necessary.

How accessible is the school environment?

A new main school entrance was built in 2008. It has a ramp for wheel chairs. There are two parking spaces available for the public and disabled persons and there is an accessible toilet on the infant corridor. All doorways within the school are wide enough to accommodate a wheelchair if necessary.

Information is available on the school website and on the notice boards in the junior and infant playgrounds in addition to regular newsletters. School furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, laptops, computers and interactive whiteboards installed in every classroom.

When needed, an environmental audit will be undertaken in order for us to improve the physical environment so that pupils with SEND are able to participate as much as possible and take advantage of all services offered by us.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

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

If your child is joining us from another school:

- * The SENCO will undertake a pre-visit where appropriate or speak to the previous school's SENCO

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- * If your child would be helped by a social story style book/passport to support them in understanding moving on, one will be made for them.

- * Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

- * A phased induction into school may be advised and can be discussed at Transition meetings

- * An environmental audit and Risk assessments will be carried out when needed and recommendations acted on to maximise the potential for inclusion.

If your child is moving to another school:

- * We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs 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 a transition meeting will take place with the new teacher.

- * When needed Transition meetings between staff and parents will be carried out in the summer term.

- * Any training needs will be identified and training for staff provided where needed.

* There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

* Each Year pupils visit their forthcoming Secondary School for a taster day and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.

* The SENCO will discuss the specific needs of your child with the secondary school SENCO.

* Children with EHCPs are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the Spring term.

* Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

* If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.

* The SENCO will support parents in meeting with Secondary school SENCO's, looking round different schools if they require it.

* For children with an EHCP, a transition annual review will be held in the Autumn Term.

How will the school's resources be allocated and matched to children's special educational needs?

* The school budget, received from Lancashire LA, includes money for supporting children with SEN.

* The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.

* The money is used to provide additional support or resources dependent on individual needs

* Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings.

How is the decision made about how much support my child will receive?

Through consultation with parents, teaching and support staff, and relevant external agencies, the level of support will be constantly reviewed in order to identify when and where additional support may be needed.

If a child has an EHCP the provision the school must provide is outlined in Section F.

How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

<http://new.lancashire.gov.uk/children-education-families/>

Who can I contact for further information?

Key Contacts

Headteacher – Mr Simon Pritchard-head@kennington.lancs.sch.uk

SENCo – Mrs Alanna Richardson senco@kennington.lancs.sch.uk

SEN governor – Mrs Lianne Bentley l.bentley@kennington.lancs.sch.uk

Lancashire Local offer site – <http://new.lancashire.gov.uk/children-education-families/>