



Kitwell Primary School

SEN School Offer 2015-2016

Aims and Guiding Principles:

Kitwell Primary School is a caring, inclusive school at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum.

We want every child to be able to reach their full potential in all areas of school life knowing that they are cared for and supported.

Above all, we aim to develop confident children who are proud to belong to our school community and who are secure in their value in the world.

Introduction

This policy is in line with

- ❖ The Children and Families Act 2014
- ❖ The Special Educational Needs and Disability Code Of Practice: 0-25 Years 2014
- ❖ The Equality Act 2010

Definition

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them"

This includes children who:

- ❖ Have a significantly greater difficulty in learning than the majority of children the same age.
- ❖ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the area of the local education authority.

SEND Policy

Aims and Objectives.

A child with special needs may need extra or different help at school or home because of physical difficulties, learning difficulties, emotional and behavioural issues, or a combination of these.

Children may have special educational needs either throughout or at any time during their time at Kitwell Primary School. This policy aims to ensure that curriculum planning, learning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

We aim to work with the LEA and any other relevant outside agencies to ensure high levels of achievement, effective learning, progress and development of all pupils regardless of any special educational need.

- ✓ All children are given equal access to the curriculum and that each child's achievements are valued.
- ✓ Special educational needs are identified as early as possible in the child's school life and that these needs are met.
- ✓ All learners make the best possible progress.
- ✓ Procedures for identifying children with SEN are known by all staff.
- ✓ Staff are kept aware of appropriate provision for the range of SEN.
- ✓ Parents and carers are kept informed of their child's special educational needs and provision and that there is effective communication between parents/carers and the school.
- ✓ There is adequate resourcing for SEN and involvement of outside agencies where appropriate.

Our Local Offer

Parent Partnerships;

What Parents Can Expect

At Kitwell Primary School we work closely with parents and carers, and recognise that they have much to contribute to our support for children with SEND. The school works in partnership with parents and carers to achieve our aims by:

- Giving parents and carers opportunities to play an active and valued role in their child's education and making them feel welcome when they come into school.
- Talking to you about your child's difficulties so we can understand their needs.
- Assessment of your child's learning so we know which skills they need to learn next.
- Ask the special educational needs coordinator (Inclusion Manager) to support and advise teachers so that your child can learn in the best way for him / her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Where appropriate seek additional advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to help your child to make progress.
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support.
- Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because further advice, resources or alternative provision are needed to help your child to make progress.

Our Local Offer

Pupil Voice: What pupils can expect

Pupil's views are very important; they have a right to be involved in decisions about their education. They will be fully involved in decisions about their education. They will be fully involved and their views will feed directly into all policies, procedures and the daily teaching of children with SEND.

Pupils will be given regular opportunities to:

- Self assess
- Attend review meetings with their parents (where desirable and appropriate).
- All SEND support pupils will have an individual learning plan which may include a pupil profile, provision plan and individual target plan where appropriate. This will be available to all relevant staff and will be stored in a class SEND folder which will be readily available in the classroom.

Our Local Offer

Admissions

Kitwell Primary School complies with the School Admissions Code (2012) and with Birmingham LA guidelines.

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Children and Families Act 2014, The Special Educational Needs and Disability Code of Practice: 0-25 Years 2014 and The Equality Act 2010 we do not discriminate against disabled children and actively take all reasonable steps to provide effective educational provision for all children.

Our Local Offer

Management of SEND in school

The role of the Governing Body

- The SEND Governor (Sam Rouse) is the designated link, who will liaise with the Inclusion Manager and report policy to parents annually. Their role on behalf of the Local Governing Body is to monitor the progress of SEN pupils and to monitor the budget for Special Educational Needs. The SEND governor and Inclusion Manager will meet as required but at least termly. This meeting will allow the Inclusion Manager to update the SEND governor about all SEND issues and progress within school.

The role of the head

- The Head is responsible for pupils with SEND, keeping the Local governing body fully informed and working closely with the Inclusion Manager to coordinate provision.

We recognise that all staff are teachers of special educational needs. The Headteacher and Governing Body have delegated the responsibility of the day to day implementation of the SEN policy to the Inclusion Manager (Mrs Dawn Potts).

Our Local Offer

Management of SEND in school.

The Role of the Inclusion Manager

- Coordinating and monitoring provision for children with SEND and maintaining an overview of all children with SEND and tracking their progress.
- Coordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND.
- Carrying out assessments and observations of children with SEND and as appropriate arranging for external agencies to also carry out observations and appropriate assessments.
- Liasing with external agencies where necessary.
- Ensuring appropriate support is managed daily by teachers and teaching assistant, reviewing timetables and making efficient use of staff.
- Liasing with and advising teachers and teaching assistants.
- Liasing with parents/carers of children with SEND.
- Contributing to the in service training of staff.
- Adhering to the LA policies and procedures for children with SEND, including preparing for and attending Annual Reviews of Statements and EHCPs.

- Keeping the Headteacher and SEND Governor (Sam Rouse) fully informed.
- To hold weekly meetings with Mrs Shevels (Headteacher) to keep updated about SEND issues across the school.

Our Local Offer

Identification, Assessment and Review

- Children may have special educational needs either throughout or at any time during their time at Kitwell Primary School. The school aims to ensure that curriculum planning, learning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.
- All children are assessed as they enter our school, so that we can build on prior learning.
- The school tracking data is used to monitor progress of all children at the termly pupil progress meetings held by the senior management team. Resources are allocated to groups or individuals dependent on identified need as outlined in each year groups provision map and the whole school picture of need.
- Kitwell Primary School is committed to early identification of special educational needs and adopts a graduated response to meeting this. A range of evidence is collected through the usual assessment and monitoring arrangements to determine children's needs and the support required.

The SEN referral process can be triggered by Teacher, TA, parents or outside agencies/professionals through verbal, or written communication with the Inclusion Manager.

Our Local Offer SEND Provision in school.

Where a child is working below age related expectations (usually 2 sublevels) or is failing to make expected progress SEND will be considered. The first response is to ensure:

"high quality teaching targeted at children's areas of weakness".

- Effective inclusion of all pupils in high quality personalised teaching.
- Teaching based on clear objectives, shared with the children and returned to at the end of the lesson.
- Carefully explained new vocabulary.
- Lively, interactive teaching styles - visual and kinaesthetic as well as auditory/verbal learning.

Strategies will include: Visual timetables, task boards, peer mentoring, grouping for support, positive behaviour systems, differentiated groupings and activities, self assessment strategies, peer marking.

Ongoing assessment and if appropriate identification of a specific need(s). Staff will gather evidence, including the views of the child and the parent (using the pupil profile sheet and review meetings) so appropriate actions can be put in place.

A child with special educational needs may need extra or different help at school or home because of physical difficulties, learning difficulties, emotional and behavioural issues, or a combination of these. Staff will liaise with outside agencies as appropriate.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties

- Sensory and or physical needs.

When it becomes clear that a child is failing to make appropriate progress, additional support will be provided, which is appropriate to the need.

The trigger for intervention is concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Have communication or interaction difficulties.

Individual Learning Plans for SEND Provision in school will detail:

- The short term curricular targets
- The teaching strategies to be used
- The provision to be put in place
- Outcomes (to be recorded when reviewed).
- The plans will be reviewed at least termly and if appropriate new targets set.

Four Part Review Cycle

Asses - Review - Do - Plan

Our Local Offer

SEND Provision In School

If A Child

- Continues to make little or no progress in specific areas.
- Continues to work substantially below age related expectations.
- Continues to have difficulty in developing Literacy or Mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits from a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Then external support services will usually see the child, in school, further assess individual needs and advise teachers on new targets and an individualised provision. Specialist strategies or materials, and in some cases, provide support for particular activities. Feedback to teachers, parents and children from outside agencies will happen either directly or through the Inclusion Manager.

Parents and carers are always consulted and permission sought when consulting the following outside agencies:

- Educational Psychology service (EPS)
- Communication and Autism Team (CAT)
- Social, Emotional and Mental Health Team (SEMH)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Fine and Gross Motor Skills Development - Victoria Outreach
- Team for Children With Hearing Impairment
- Team for Children With Visual Impairment

Year Group Provision Map

The year group provision map outlines all the interventions in place for children identified as having SEN. The provision maps are stored on staff common (school computer systems). It employs a small steps approach and shows provision that is additional to or different from that available to all other children in the class. It is frequently reviewed by the class teacher and Inclusion Manager (at least termly) and new targets are set. The Inclusion Manager monitors progress and is made aware of any barriers to progress. The cycle continues and interventions increase in intensity and level of support.

Statutory Assessment

- If, despite an individualised programme a child continues to demonstrate significant cause for concern, a request for **statutory assessment** will be made to the local authority. This decision is made in consultation with parents, the pupil (where appropriate) and support services. Requests for statutory assessment may also be made by a parent or by a referral from a support agency.
- If the LA agrees that the child has educational needs that require an Educational Health Care Plan (EHCP) one will be written in consultation with parents / carers and all professionals involved with the child. The plan will outline intended outcomes and will be reviewed annually with all agencies involved with the child.

SEND Provision In School

Each teacher has the responsibility to meet the needs of all of the pupils in their class. A wide variety of strategies are used to provide SEN support for pupils in various areas of the curriculum. Some of the interventions and methods currently employed are:

- Differentiation of input, tasks and outcomes.
- In class support.
- Small group / individual intensive support sessions in Literacy, Maths and social skills / behaviour.
- Speech and language support for identified pupils.
- Individualised behaviour and reward programmes.
- Anger management.
- Medical support.
- Social skills.
- Lego Therapy.
- Self-esteem support.

Links With Educational Support Services

We maintain a close working relationship with all educational support services. Any one or more of the following services may be involved in developing strategies and programmes to support the child's progress:

- Pupil and School Support Service (PSSS)
- Educational Psychology Service (EPS)
- Communication and Autism Team (CAT)
- Social, Emotional and Mental Health Team (SEMH)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Fine and Gross Motor Skill Development - Victoria Outreach
- Team for children with hearing impairment.
- Team for children with visual impairment.
- School nurse.

Effective working links will also be maintained with:

- Social Services
- Community Health Service
- Integrated Family Support team
- CAF - multi agency working

The Inclusion Manager will maintain links with other SENCos through the SENCo network meetings.

SEND Specialisms

We will ensure staff are trained to meet the needs of the children within our school. We will tailor the training to meet changing needs. Currently staff have or are planning to have training in the following areas:

- Speech, Language and communication difficulties.
- Behaviour, social and emotional difficulties.
- The effect of trauma on learning.
- A range of interventions for reading, writing and maths.
- Direct Phonics
- Speechlink.
- Autism Awareness and strategies.
- Dyslexia awareness and strategies.
- Supporting pupils with medical conditions.

Our Local Offer

Monitoring and Evaluating Provision

The Inclusion Manager monitors the progress of children with SEND through the monitoring of interventions delivered, progress towards targets and the school data tracking systems, and provides staff and governors with termly summaries of the impact of the policy.

- Plans for SEND provision in school are reviewed termly by the Inclusion manager, class teacher, parents and pupils. Outcomes are decided and new targets are set.
- Observations are completed by the Inclusion manager and shared with SLT to monitor impact of additional adult support.

Our Local Offer

Continued Professional Development

The Inclusion Manager will update all staff with regards to any changes in SEND procedures and assessment tools. The Inclusion Manager will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified.

The Inclusion Manager will attend regular SENCo network meetings as well as training from outside agencies or external providers in order to keep fully informed about change in legislations, LA procedures and availability of resources, giving regular feedback to SLT.

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training and other professional development activities. Professional development may be provided by outside agencies, from peer observations/tutoring, visits to other schools etc.

Our Local Offer Resources

- SLT and the Inclusion Manager organise and delegate additional resources for children with SEND through the school budget and pupil premium fund.
- The Inclusion Manager purchases and distributes additional resources needed to enhance and support learning for children with SEND.
- SLT and the Inclusion Manager ensure all support, either physical or emotional, is in place to support children with SEND.
- The Inclusion Manager has close links with the family support worker, learning mentors and attendance officer to support children with SEND, at home and in school.

Our Local Offer

Complaints re SEND Provision

In the event of any complaint being made, the Inclusion Manager should be contacted in the first instance; should the matter remain unresolved:

- The case will be passed to the Head Teacher for further investigation and reported to the SEND Governor.
- Formal complaint may be made in writing to the Governing Body.
- If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. In the event of an unresolved complaint the LA may become involved.

Birmingham LA Local Offer

Birmingham Local Offer is available on the 'Mycare' website at:

<http://childrens.mycareinbirmingham.org.uk/local-offer-main-page/assessment-of-needs/assessment-and-education-health-care-plan.aspx>