

**Tunbury Primary School**

**Parents' Information**  
**SEND Information Report**



**2017-2018**

## **Tunbury Primary School Parents' Information SEN Information Report 2016-17**

### **Introduction**

All Kent Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

### **What is the Local Offer?**

#### **The LA Local Offer**

- The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

#### **The School SEN Information Report**

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

### **Your Child has Special Educational Needs. What can we at Tunbury Primary School offer you?**

At Tunbury Primary School, we recognise that every child is different, and, therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

All pupils are welcome at Tunbury Primary School, including those with SEND. In accordance with the LA Admissions Policy, the school does not "discriminate against or disadvantage disabled children or those with special educational needs".

Pupils with SEND will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN." (SEN Code of Practice 2014)

Pupils are able to access a curriculum that is personalised to meet the diverse needs and strengths of pupils with SEND. The curriculum and learning environment are regularly reviewed to consider the accessibility of the school. This is not only in terms of the building, but also the curriculum and the professional development of staff.

## **1) Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and Disability (SEND)?**

### **The class teacher**

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Inclusion Leader know as necessary.
- Writing Pupil Progress targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the class year group's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEN.

### **The Inclusion Leader: Miss E Nuttall**

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
  - 1) involved in supporting your child's learning
  - 2) kept informed about the support your child is getting
  - 3) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

### **Inclusion Leader: Miss E Nuttall**

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Inclusion Leader will give responsibility to the class teachers, but is still responsible for ensuring that your child's needs are met.
- Inclusion Leader must make sure that the Governing Body is kept up to date about issues relating to SEND.

### **The SEN Governor: Mr Terry Broadhurst**

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

## **2) What are the different types of support available for children with SEND in our school?**

### **a) Class teacher input, via targeted classroom teaching (Quality First Teaching).**

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the Inclusion Leader) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

### **b) Specific group or individual work**

Intervention which may be

- Run in or out of the classroom.
- Run by a teacher or a teaching assistant (TA).

### **c) Specialist groups run by outside agencies, e.g. Speech and Language therapy**

This means a pupil has been identified by the Inclusion Leader and class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services, such as the ASD Outreach Team, Specialist Teaching & Learning Service, School Nurse Team, Speech & Language Therapy Services.
- Outside agencies such as the Education Psychology Service.

#### **What could happen?**

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **d) Highly Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs (prior to September 2014), from September 2014, an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

This may be from

- Local Authority central services such as the ASD Outreach Team, Specialist Teaching & Learning Service, Speech & Language Therapy Services.

- Outside agencies such as the Educational Psychology Service, specialist medical professionals.

**For your child this would mean:**

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made (with a lot of information about your child, including some from you), the county SEN team will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the county SEN team will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support.
- A Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

The additional adult may be used to support your child with whole class learning, deliver individual programmes or deliver small group support, which includes your child.

**3) How can I let the school know that I am concerned about my child's progress in school?**

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Head of Year or Assistant Head Teacher.
- The school SEN Governor can also be contacted for support.

**4) How will the school let me know if they have concerns regarding my child's learning in school?**

If your child is identified as not making progress, or displays a particular area of difficulty within their learning, the school will arrange a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.
- Discuss with the child the reason for any additional support they may receive and how it is designed to enhance their learning.

## **5) How is the support allocated to children and how do they progress in their learning?**

- The school budget, received from Kent LA, includes money for supporting children with SEND.
- The Inclusion Leader decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Inclusion Leader discuss all the information they have about SEND in the school, including the children already receiving additional support, the children needing additional support and the children who have been identified as not making as much progress as would be expected.
- From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

## **6) Who are the other people providing services to children with SEND in this school?**

### **School provision**

- Teaching Assistants (TA) mainly working with either individual children or small groups.
- IT support in the form of bespoke English and Maths programmes are delivered by teachers and teaching assistants during specified IT lessons and small group or individual sessions, according to need.
- A Play Therapist offering support for children with emotional and social development.
- Teaching Assistants providing bespoke support for Social Interaction and Communication
- Teaching Assistants providing bespoke support for Dyslexia
- Teaching Assistants providing bespoke for Sensory processing needs.
- A Speech & Language TA offering support for speech development, expressive and receptive language development.
- Occupational Therapist offering support for Sensory Needs and Dyspraxia

### **Local Authority Provision delivered in school**

- Specialist Teaching and Learning Service Grange Park Outreach
- Specialist Teaching and Learning Service SEMH
- Specialist Teaching and Learning Service Hearing Impairment
- SALT (Speech and Language Therapy)
- CAMHS
- Educational Psychologist

### **Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Community Paediatrician

## **7) How are the teachers in school helped to work with children with SEND and what training do the staff have?**

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, Hearing Impairment, Social Communication and Interaction, Speech and Language difficulties, Dyscalculia, Dyslexia, short term memory issues, SEMH and Sensory Processing.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Specialist Teaching & Learning Services.

## **8) How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

## **9) How will be measure the progress of your child in school?**

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Assistant Head Teachers, Head of Year , class teacher and Inclusion Leader six times a year at Pupil Progress Meetings, in reading, writing, maths and science.
- 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). These are national tests and the results that are published nationally.
- Where necessary, children will have targets set by outside agencies specific to their needs. Targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Leader will also check that your child is making good progress within any work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the Inclusion Leader and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

## **10) What support do we have for you as a parent of a child with SEND?**

The class teacher is regularly available 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 that similar strategies can be used.

- The Head of Year and Assistant Head Teachers are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets will be regularly reviewed, with your involvement.
- Homework will be adjusted as needed to your child's individual requirements.
- 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.
- The school will signpost parents to specific support services within the community, relating to your child's particular SEND.

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## **11) How is Tunbury Primary School accessible to children with SEND?**

- The school is compliant with DDA requirements.
- The school is on a split-level with easy access and double doors and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is a disabled toilet.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

## **12) How will we support your child when they are joining the school? Leaving this school? Moving to another class within school?**

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

### **If your child is joining us from another school:**

- The Inclusion Leader will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understand 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.

### **If your child is moving to another school:**

- We will contact the school Inclusion Leader and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the Inclusion Leader from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.



### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance during Term 6 Pupil Progress Meetings.
- If your child would be helped by a transition passport to support them in understand moving on, one will be made for them.

### **In Year 6**

- The Year 6 class teacher and Inclusion Leader will discuss the specific needs of your child with the SENCo of the child's secondary school. If a transition review meeting would be beneficial, one will be arranged, to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.

### **13) Who are the other people providing services to the children with SEND in this school?**

We recognise that some children have extra 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. For those children we offer support through:

- Play Therapy, delivered by a qualified play therapist.
- Lunchtime and playtime support through planned activities and groups.
- Social Use of Language Programme
- Lego Therapy
  
- Speech & Language support from a Teaching Assistant.
- Teaching Assistants with specific training in areas of SEN, to deliver particular interventions: e.g., Dyslexia, Dyscalculia, Autism, Short term memory issues, Sensory Processing, Dyspraxia, Auditory Processing, Anxiety disorders and SEMH.

If your child still needs extra support, with your permission the Inclusion Leader will access further support through the LIFT (Local Inclusion Forum Team) pathway or the Early Help Team.

### **14) Local Offer**

- The LA local offer is designed to inform parents, children and young people about what provision for special educational need is available.
- It is available via <http://www.kent.gov.uk/education-and-children/special-educational-needs>