

Tunbury Primary School's

SEND Information Report

2018-2019

Tunbury Primary School Parents' SEN Information Report 2017-18

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.

The 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.
- Kent LA's Local Offer can be viewed via the following link:
<https://www.kent.gov.uk/education-and-children/special-educational-needs>

The School SEN Information Report

Schools offer information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies - including their statutory entitlements. This is referred to as the SEND Information Report. The report will be written in a question and answer format.

What is meant by the term Special Educational Needs and Disability (SEND)?

The Code of Practice [2014] states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of others of the same age or
- A disability which prevents or hinders him or her of making use of educational facilities of a kind generally provided of others of the same age in mainstream schools.

What type of Special Educational Needs might the children have at Tunbury Primary School?

Specific needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social mental and health issues
- Sensory and or Physical

What can we at Tunbury Primary School offer a Child with Special Educational Needs?

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)

All SEND Pupils are able to access a curriculum that is personalised and meets their diverse needs and strengths. Teaching provision is regularly reviewed to consider and optimise curriculum accessibility and learning. Consideration is given to the building, resourcing, curriculum design and staff professional development. These are frequently evaluated to ensure that they are not limiting a student’s development and progress.

How can I let the school know if I am concerned about my child’s progress?

If you have concerns then you should speak to the Class Teacher. You can also escalate concerns by making an appointment to speak to the Inclusion Lead or the Head Teacher. The school SEND Governor can also be contacted for support.

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 as displaying a particular area of difficulty within their learning, the school will arrange a meeting to discuss this with you in more detail and:

- 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.

Who are the best people to talk to at Tunbury Primary School about my child's difficulties with learning and SEND?

The Inclusion Leader has responsibility for co-ordinating all of the support for children with Special Educational Needs or Disabilities. Mrs Angela Carpenter is the Acting Inclusion Leader at Tunbury Primary. She can be contacted via the school office (telephone 01634 863085 or email office@tunbury.kent.sch.uk)

The Head teacher is also available to discuss any concerns and can also be contacted via the school office.

The school SEND governor is Mr Terry Broadhurst and he too can be contacted via the School Office.

Role of Inclusion Leader

- Co- coordinating the support for children with Special Educational Needs and Disabilities [SEND]
- Providing specialist support for teachers and support staff in the school, so they can help children with SEND achieve the best progress possible.
- Liaising with outside agencies that may assess and support your child. For example the Educational Psychologist or the Speech and Language Therapists.
- Developing and reviewing the SEND policy.
- Writing provision maps and Individual Educational Plans alongside the teacher.
- Ensuring that the parent and child are involved and informed regarding support and the review of provision.
- Updating the SEND record of need ensuring that records are kept.

Role of the Class Teacher

- Ensuring that children have access to good / outstanding teaching and that the curriculum is supported to meet your child's needs.

- Monitoring the progress of children and then in consultation with the Inclusion Lead identifying, planning and delivering any additional help your child may need.
- Writing targets, together with the Inclusion Leader for provision maps and Individual Educational Plans.
- Ensuring that all staff working with SEND are aware of their pupils' needs and conditions and that they are supported in delivering programmes to ensure the best possible progress.
- Ensuring that the school's SEND Policy is followed in the classroom and for all the pupils they teach with any SEN.

Role of the Head Teacher

- The Head Teacher is responsible for the day to day management of the school including the support for SEND. The Head Teacher is responsible for overseeing that your child's needs are being met.
- The Head Teacher must ensure that the governing body are kept up to date with any issues in school relating to SEND.

Role of the Governor

- To ensure that SEND children receive the necessary support they need to meet their needs.

How are children with Special Educational Needs identified and assessed?

At Tunbury Primary School children are identified as having SEND in many ways.

Identification may happen as a result of:

- Liaisons with the previous Educational settings. Children that transfer may already have SEND and their records are passed on. This may also be followed up with a telephone conversation with the Inclusion Lead.
- Tracking Information. Children are tracked across the areas of the curriculum and those children seen to be performing below age expected levels will be flagged up.
- School based assessments carried out by the class teacher may show a weakness.
- A health diagnosis. Some children will have a medical diagnosis which requires support or intervention.
- Concerns raised by school staff.
- Concerns raised by parents.
- Concerns raised by pupil. There are times when a child shares their concerns and this is followed up.

N.B. Where concerns are raised, the Inclusion Lead will usually carry out a class observation and further assessments to ascertain further information. The Inclusion Lead may also have to liaise with external agencies for further assessments.

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 of them.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place and consideration has been made with regard to what your child's preferred learning styles.
- That specific strategies suggested by the Inclusion Leader are in place to support your child to learn.
- Pre-teaching i.e. concepts and skills that your child would find challenging to learn are taught prior to the rest of the class so that your child can then access a latter lesson as well as the rest of the class.
- The teacher will have carefully checked on your child's progress and will have identified any gap or gaps in their understanding/learning and put in support to address them.

b) Specific group or individual intervention work which may be:

- Run inside or outside 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 professionals such as an Education Psychologist or Play Therapist.

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.

What Emotional and Social Development support do we have for a child with SEND?

- We recognise that pupils with SEND may have emotional and social developmental needs that may require help.
- We have a robust Safeguarding policy in place; we follow National and Local Authority Guidelines.
- We have a lunchtime group for those that need support.
- “Key person” so a child can go to and share concerns.
- Family and Individual support from Early Help or CYPMHS.

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 liaises with teaching staff and school governors and with them decides on the deployment of resources for Special Educational Needs and Disabilities.
- The Inclusion Leader and school governors will discuss and share 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, the Inclusion Leader and school governors 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 are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

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.
- Teaching assistants providing bespoke support for social interaction and communication
- Teaching assistants providing bespoke support for Dyslexia
- Teaching assistants providing bespoke support for sensory processing needs.
- A Speech & Language TA offering support for speech development, expressive and receptive language development.
- Occupational Therapist visiting and offering support for sensory needs and Dyspraxia

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 may offer support through:

- Lunchtime and playtime support through planned activities and groups.
- Social Use of Language Programme (SULP)
- Social Stories
- Lego Therapy
- Teaching Assistants with specific training in areas of SEN, to deliver particular interventions: e.g., Dyslexia, Dyscalculia, Autism, short term memory issues, sensory processing difficulties, Dyspraxia, Auditory Processing Disorders, 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.

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)
- CYPMHS

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

What training do the staff supporting children with SEND receive?

The Inclusion Lead attends local authority briefings to keep up to date with any legislative changes in SEND provision.

Staff in school receive training to meet the needs of all children attending the school at any point. This may include ASD, ADHD, Dyslexia and Dyscalculia awareness training.

Individual teachers and support staff may also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Staff appraisal cycles are also used to identify and review the training needs of staff.

How will 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.
- Class teachers plan supported and in some cases differentiated lessons to take into account all the needs of their children.
- Class teachers may incorporate planning for support staff to deliver.
- Different teaching styles and strategies will be used to take into account different learning styles
- 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.

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, Heads of Year, Class Teachers and the Inclusion Leader six times a year at Pupil Progress Meetings.
- 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 scrutiny 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.

What support does the school offer to a parent whose child is SEND?

At Tunbury Primary School we care about the needs of all of our children and whilst the class teacher is a daily point of contact who is regularly available to discuss and review your child's progress, well-being and support, you are also welcome to contact the Inclusion Lead, the Head of Year and Assistant Head Teachers.

- 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.
- Parent consultation evenings provide an opportunity to offer feedback and discuss strategies to support your child.
- The school will signpost parents to specific support services within the community, relating to your child's particular SEND

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 wherever possible that equipment used is accessible to all children regardless of their needs. There may be times when additional equipment has been purchased to include children with specific needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Individual workstations for those children with ASD.
- There is also a lunchtime club for children who need a quieter environment and where social stories and modelled interaction is used to support pupils with communication difficulties.

How will we support your child when moving to another school or class?

Transitions can be a difficult time for SEND children therefore we take steps to ensure that the transition is as smooth as possible.

If your child is starting school:

- Your child will have an initial visit and attend to meet the teacher and familiarise themselves with the school.

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 benefit from having a transition booklet, this will be organised by your child's new class teacher.
- 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:

- If your child is moving to another school we will contact the Inclusion Lead to advise on any special arrangements or support that needs to be given. Where needed, a planning meeting will take place with the Inclusion Leader from the new school.
- We will make sure that all records are passed on to the new school as soon as possible.
- If your child would benefit from having a transition booklet, this will be organised with the new school.

When moving classes within school:

- Information will be passed onto the new class teacher and a meeting will be arranged between the old and new teachers in term 6. All SEND paperwork including provision maps will be passed over together at this meeting.
- Your child will then take part in transition visits to their new class teacher in order to familiarise themselves with their new environment and in order to meet their new teacher and teaching assistants.
- Parents/Carers are encouraged to "Meet the Teacher."
- In some cases an individual pupil transfer book will be made to help your child have a better understanding about moving on. If your child would benefit from having a transition booklet, this will be organised with the new school.

When moving from Primary to Secondary:

- When your child is in year 6 and is about to transfer to secondary school the Inclusion Lead will meet with the new secondary Inclusion Lead to pass over any records and information.
- 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.
- Secondary staff will also be invited to any Annual Reviews for children with Education and Health Care Plans.
- In some cases an individual pupil transfer book will be made to help your child have a better understanding about moving on. If your child would benefit from having a transition booklet, this will be organised with the new school.