

Kemble Primary School

SEN Information Report

School offer

for

Children with Special Educational Needs and/or Disabilities (SEND)

All Gloucestershire schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Kemble Primary School is an inclusive school which offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

**This Local Offer is Reviewed Annually
September 2019**

Information and Guidance:

Who should I contact to discuss the concerns or the needs of my child?

<p>Your child's class teacher(s)</p>	<p>He / she is responsible for:</p> <ul style="list-style-type: none">○ Adapting and refining the curriculum to respond to strengths and needs of all children. Checking on the progress of your child and identifying, planning and delivering any additional support through quality first teaching.○ Contributing to individual SEN Plans to prioritise and focus on the next steps required for your child to improve learning.○ Applying the school's SEND policy.
<p>Special Educational Needs Coordinator (SENDCo) Mrs Emma James Email: ejames@siddington.gloucs.sch.uk</p>	<p>If you have concerns about your child you should speak to your child's Teacher first. They will then consult with the SENCO.</p> <p>She is responsible for:</p> <ul style="list-style-type: none">° Coordinating provision for children with SEND and developing the school's SEND policy° Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.° Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties° Ensuring that parents are:<ul style="list-style-type: none">● Involved in supporting their child's learning● Kept informed about the range and level of support offered to their child● Included in reviewing how their child is doing● Consulted about planning successful movement (transition) to a new group or school (see transition policy)
<p>Head of School Mrs Anna-Mai Armstrong Executive headteacher Mrs Carol Dougill Email: admin@kemble.gloucs.sch.uk</p>	<p>The Head of school and head teacher have overall responsibility for the day to day management of all aspects of the school, including the provision made for children with SEND.</p>

<p>Governors with SEND responsibility Mrs Therese Munro-Warwick Email: admin@kemble.gloucs.sch.uk</p>	<p>In co-operation with the Headteacher, the Governors have a legal responsibility for</p> <ul style="list-style-type: none">○ Supporting school to evaluate and develop the quality and impact of provision for children with SEND across the school.○ Determining, developing & monitoring school SEND policy as part of the school development plan. Report to parents on the implementation of the schools SEND policy, Access Plan and Equality / Disability Scheme annually.○ Report to parents on the implementation of the schools SEND policy, Access Plan and Equality / Disability Scheme annually.
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What kinds of SEND are provided for?

Kemble Primary School is an inclusive school in which every child matters and their needs are addressed and their development is supported. Our school SEND policy reflects our philosophy in relation to SEND.

Kemble Primary school provides for children with a number of educational needs including:

- **Communication and interaction needs** - Including children who have speech, language and communication difficulties
- **Cognition and learning needs** – this includes children with specific learning difficulties such as dyslexia
- **Social emotional and mental health needs** – including behavioural issues.
- **Sensory and Physical needs** – visual impairment as well as physical needs.

We are a mainstream school with a resource base catering for 90 children with 3 children on the special needs register.

How do we identify and give extra help to children and young people with SEND?

The school uses Gloucestershire's implementation strategy, accessibility policy and graduated pathway guidance

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Assessment, Planning and Review

How can I find out about how well my child is doing?

On-going monitoring takes place by children's teachers to identify students who are not making progress or who have behaviour or other needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage.

This additional support is documented in a MyPlan, MyPlan+ or EHCP and included in a Provision Map. In consultation with the SENCO and parents, outcomes are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties. All Provision Maps are evaluated for effectiveness and value for money by the SENCO and Headteacher.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held three times a year. Parents, relevant external agencies and students are invited to review the provision made and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

Specified Individual support for your child: ***This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP)*** which has been approved by the Gloucestershire SEND Inclusion Officer. This means your child will have been identified as needing a **particularly high level of individual and small group teaching**, which cannot be provided from the resources already delegated to the school.

Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. Evidence will need to be collected to support an Educational Health and Care Plan via an EHC needs assessment.

Tests and Examinations: Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, modifications to test papers, rest breaks or the use of a scribe. The SENCO will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning, whether they have additional needs or not.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

Intervention and access to learning and the curriculum

Children MAY receive additional support

- In core subjects
- In practical subjects
- For group work
- Literacy/maths interventions
- For behaviour / nurture programmes
- To support access to the curriculum

Strategies to support/develop literacy including reading

- Focused reading lessons, with group or paired reading
- Additional phonics support where required
- Small group intervention programmes
- 1:1 intervention programmes where required

Strategies to support/develop numeracy

- Small group intervention programmes
- 1:1 intervention programmes where required

Strategies/support to develop independent learning

- Visual timetables for class /and or individual students
- Making adjustments to curriculum materials to enable access for all

Pastoral support

Strategies to support the development of students' social skills and enhance self-esteem

- Small group programmes
- Behaviour and nurture interventions/support groups
- Celebration Assemblies
- SEAL and pink curriculum resources
- Circle time
- Mindfulness owl gem awards
- GLL mental health and wellbeing

Strategies to reduce anxiety/promote emotional wellbeing

- Regular contact and liaison with parents as necessary
- Open door policy
- Transition for support, visits and events
- Reduced modified timetable when necessary as part of a pastoral support plan

Strategies to support/modify behavior

- School sanctions and reward system as set out in School Behaviour Policy
- Behaviour Support Services
- Behaviour and nurture interventions/support groups

Planning, assessment, evaluation and next steps

- SEN Profiles (updated and reviewed x3 per year)
- Teacher/SENCo observations
- TAC (Team around the child) reviews
- EHCP reviews

Personal and medical care

- Care plans for students with medical needs
- Risk assessments
- Referrals and support from Occupational Therapists where necessary
- Referrals and support from Physiotherapists where necessary
- School nurse support
- Reports from GP/Paediatrician
- Referrals and reports from CYPS

What should I do if I need more information or need to make a complaint?

Please speak to the class teacher in the first instance. If any issues have not been resolved, please make an appointment to see the SENCo. If you need to speak with someone further, please make an appointment to speak with the Head of school or Executive Headteacher. If these actions have been followed and you still need to speak with someone, please make an appointment with the Chair of Governors.

For further information, please see our complaints policy on our website: www.kemble.gloucs.sch.uk

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. Some are directly funded by the school, others are paid for centrally by the Local Authority but delivered in school. We liaise and communicate with parents and professional, attend meetings and prepare reports as required.

External agencies include:

Agency	Description of Support
Educational Professional responsible for Looked after Children	Advice and support www.gloucs.gov.uk/vschool
Educational Psychology Service EP: Dr Tina Lythgoe	Planning meeting, assessment, parent liaison, observations and advice following SENCo referral
Inclusion Officer / SEN Officer	Advice and support, Educational Health and Care Plans
Occupational Health Professionals	Assessment, advice and support following referral
Physiotherapist	Assessment, advice and support following referral
CYPS	Assessments, advice and support following referral
Families First Plus	Provide Advice, Guidance and Support through Community Social Workers and Early Help Co-ordinators. Provide Targeted Support – a range of family support interventions including whole family intensive work, parenting groups, specific interventions linked to an assessment of need
School Nurse	Advice, support and training
Health visitor Denise Bach	Advice, support and home visits.
ATS – Advisory Teaching service (Clare Tongue CI)	Observations, training, advice and support following referral
Paediatrician	Advice and assessment reports.
Special Educational Needs Support Service SENDIASS	Observations, training, advice and support following referral
SENSS (Physical Disability)	Observations, training, advice and support following referral
SENSS (Hearing)	Observations, training, advice and support following referral
Speech & Language Service (NHS) SALT: Daniella Skinner	Assessments, advice, staff Support, termly sessions with specific children when appropriate.
Social Care	Consultations, advice, assessments and reports.
Play therapist	Consultations, advice
TAF	Observations, assessment reports and advice.
Parent Partnership	Support for Parents
Thriving families	Support for vulnerable families

Transition

How will the school help my child move to a new group/year group or to a different school?

When moving to another school: We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all relevant documents are passed on as soon as possible

When moving groups/forms in school: Information shared with new teacher

In year 6 - 7 transition: The SENCO will attend the primary/Secondary Transition day meetings to discuss the specific need of your child and the nature and level of support which has had the most impact. If needed, vulnerable children are invited to an extra transition day at the secondary school .In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Recent training has covered :

Speech and Language, First aid and ELSA. The SENCO has 7 years experience in SEND and has had specific training in Dyslexia, behavior management, Safeguarding and Domestic Abuse. We have also had full staff training on Safeguarding .

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

FURTHER INFORMATION about support and services for children and their families can be found in:

The Local Authority Local Offer :

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

Gloucestershire SENDIASS information:

<http://sendiassglos.org.uk/>

The DfE Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our SEN Policy which is on our school website. www.Kemble.gloucs.sch.uk

GLOSSARY OF TERMS

BSP	Behaviour Support Plan
CYPS	Children and young people services
EHCP	Education, Health, Care Plan
EP	Educational Psychologist
OT	Occupational Health Service
PP	Pupil Profile
PSP	Personal Support Plan
SALT	Speech and Language Therapist
SEN Code of Practice	The legal document that sets out the requirements for SEN
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and or Disabilities
SENDIASS	Special Educational Needs and Disability and Information Advice Support Service
TAC/TAF	Team Around the Child/ Team Around the Family