

University Primary Academy Kidsgrove

Special Educational Needs and Disability

SEND Information Report 2018-2019

All schools and academies are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. This report is compiled in accordance with section 65 of the Children and Families Act 2014.

INTRODUCTION

University Primary Academy Kidsgrove is an inclusive mainstream primary school of 154 pupils aged 2-11, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. To accomplish these aims, we offer a broad and balanced curriculum with Quality First Teaching. An integral part of Quality First Teaching requires teachers to take account of these needs and make provision to support individuals or groups of children where necessary, enabling them to participate effectively and fully in school life. Children may present with special educational needs either throughout, or at any time during, their school career. The curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. This inclusive approach is underpinned by the school's SEND (Special Educational Needs and Disability) Policy.

What is Special Educational Needs?

The term Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it more challenging for them to learn than most children of the same age. These children may need extra or different help from that given to other children. Special educational needs and disability can be considered as falling within four broad areas:

- Communication and interaction (including Autistic Spectrum Condition)
- Cognition and learning (including dyslexia)
- Social, emotional and mental health (including ADHD)
- Sensory and/or physical

Who should I talk to about is Special Educational Needs?

1. The class teacher is recommended as the first point of contact if you have any concerns.

She is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs, which is known as differentiation.
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need, for example, targeted work, additional support, adapting resources etc. and discussing amendments with the SENDCo as necessary.
- Writing Individual Provision Maps (IPMs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and to make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work or programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any special educational needs or disability.
- Your child's class teacher may be contacted by speaking to them informally at the beginning or end of the school day or by telephoning the school office to make an appointment.

2. The Special Educational Needs and Disability Co-coordinator (SENDCO)

They are responsible for:

- Co-ordinating all the support for children with special educational needs (SEN) and/or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are progressing
 - fully involved in planning ahead for them.
- Liaising with all the other people who come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy and so on.
- Updating the school's SEND records (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Individual Provision Maps (IPM), that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

3. A Learning Support Assistant (LSA) may be allocated to some pupils with SEN and/or disabilities

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. Whilst they play a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to either the class teacher or the SENDCO, as they are both fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities. A child may receive support from a number of adults and a conversation with the class teacher or SENDCO will give you a fuller picture than may be obtained from a single supporting adult.

How could my child get help in school?

Children in school will receive support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual impairment)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

Types of SEN support provided	How this support will be provided	Who can get this kind of support?
<p>Good/outstanding teaching provided by the class teacher</p>	<p>The teacher will have the highest possible expectations for all pupils in their class, by providing Quality First Teaching.</p> <p>All teaching is based on building on what your child already knows, can do and can understand</p> <p>All teaching should be adapted to suit the different learning styles of the children.</p> <p>Specific support strategies, which may be suggested by the SENDCo or staff from outside agencies, should be put in place to support learning.</p>	<p>All pupils in school</p>

<p>Specific small group work provided by the class teacher or teaching assistant</p>	<p>Children may participate in small intervention groups when a specific need or gap in learning has been identified</p> <p>Targets to help your child to make more progress will be planned and outcomes assessed to ensure progress is being made.</p> <p>The groups may follow a specific programme or planning created by the teacher or assistant.</p> <ul style="list-style-type: none"> • Read, Write Inc. 1:1 (Reading and Writing support) • Precision teaching • Fresh Start Programme (Reading and Writing) • Maths and English group intervention 	<p>Any child who has specific gaps in their understanding of an area of learning.</p>
<p>Specialist groups run by outside agencies e.g. Speech and Language therapy, Occupational therapy groups etc. and/or Individual support for a child receiving support for 20 hours and below in school.</p>	<p>Referrals will be made to outside agencies for children who have been identified as needing specialist support in addition or instead of that which can be provided in school through class teaching and intervention groups.</p> <p>Before referrals, the following procedure should occur:</p> <ul style="list-style-type: none"> • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will always be asked to give your permission for the school to refer your child to a 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching, differentiation and targeted support.</p>

	<p>specialist professional e.g. a Speech and Language Therapist, CAMHS or Educational Psychologist.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations. • The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	
<p>Specified Individual support for your child of more than 20 hours in school provided via an Education, Health and Care Plan (EHCP).</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Shropshire web site.</p> <p>After receiving the request, the Local Authority requires specific reports from both you and the school to enable the Local Authority, the school, health representatives and parents to decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If the request is declined, the school will continue with SEN Support.</p> <p>The EHC Plan will outline the type of individual/small group support your child will receive and the strategies to be put in place. It will also have long- and short- term objectives for your child.</p> <p>It may be recommended that an additional adult</p>	<p>Children who have been identified by the class teacher/SENDCO as needing a particularly high level of individual and small group teaching, equating to more than 20 hours a week, which cannot be provided from the resources already delegated to the school.</p>

	<p>support your child with whole-class learning, run individual programmes, run small groups including your child or offer 1:1 support where appropriate.</p> <p>If this high level of support is required, it is also possible that your child may need specialist support from a professional outside agency. This could include:</p> <ul style="list-style-type: none"> Occupational Therapy Speech and Language Therapy Service (SALT) Behavioural Support Service Learning Support Service 	
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How will we support your child with identified special needs starting at school?

- If your child has been allocated a place in Nursery or Reception via the Local Authority and they have a special educational need and/or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a Common Assessment Framework (CAF) will be put in place. This simply builds a picture of the child and their needs, and enables us to hold Team Around the Child (TAC) meetings to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- Your child's key person may make a home visit and also visit your child, if they are attending another provision.
- We may suggest adaptations to the setting to help your child to settle more easily but these will be agreed with you at the TAC meeting.
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.

- The class teacher will arrange an early meeting with you to review your child's learning, following the settling in period.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

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

- If you have any concerns, please speak to your child's class teacher initially, and at the earliest opportunity.
- The class teacher will discuss this with you and, if appropriate, suggest and work on possible strategies. If necessary, additional interventions may be arranged to identify any causes of difficulty.

How will the school let me know if they have any concerns about my child's learning in school?

- The teacher will discuss your child's progress with you at our termly parents' evening, when you will be informed of your child's progress and any additional support being given. However, if the teacher has more serious concerns, they will speak to you at an earlier time. If there are any concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will also raise this with the SENDCo, who may be able to signpost the teacher and family to useful resources and strategies.
- In addition, school holds Pupil Progress meetings every term to ensure all children are making good progress and to identify those who may not be making expected progress.
- If your child is then identified as not making progress, school will continue to monitor this, put support in place and inform you. Support may take place for a short period or over a longer period of time. This will be in addition to the support they receive within normal class teaching.
- If your child is still not making expected progress, school will further discuss with you:
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - Discuss how we could work together, to support your child at home/school.
- School will also ensure that your child is part of the discussion, encouraging your child to speak about what is working well, what isn't working so well, where they feel they need to improve and what will help them achieve their goals.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEND. The head teacher decides on the budget for Special Educational Needs and Disability in consultation with the school governors, on the basis of the needs of the children currently in the school.
- A costings and provision map is created using the information the school has about SEND in the school, including:
 - Children receiving extra support already
 - Children needing extra support
 - Children who have been identified as not making as much progress as would be expected
 - The resources, training and support needed.
- All resources, training and support are reviewed regularly and changes made as needed. Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum academic progress; your child's individual support will be discussed with you regularly.

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- 1:1 intervention
- Small group intervention
- Additional speech and language support, as directed by the Speech and Language Therapy team
- Educational Psychology Service
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Paid for centrally by the Local Authority, but delivered in school:

- Occupational Therapy
- Professional training for school staff to deliver medical interventions

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASC, dyslexia and so on.
- There is whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- 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. medical /health training to support staff in implementing care plans.
- Individual training may be provided for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.

How will the teaching be adapted for my child with learning needs (SEN and or disabilities)?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teacher's modified/adapted 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 and increase your child's access to what is on offer.

How will we measure the progress of your child in school? How will I know about this?

- Your child's progress is continually monitored by the class teacher.
- Progress is reviewed formally every term and is monitored, in Key Stage One and Two, using "age-related expectations" levels (ARE), in reading, writing, maths and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. In Reception, your child's progress is monitored using Early Learning objectives and by the end of the year, Early Learning Goals (ELG).
- 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). This is something the government requires all schools to do and the results are published nationally.
- Children with SEN Support will have an IPM, which will be regularly reviewed with your and your child's involvement on a termly basis.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent of child with an SEN and or disabilities?

- We would like you to talk to your child's class teacher regularly, so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

- The SENDCo (or head of school) is available to meet with you to discuss your child's progress and any concerns or worries you may have. Please ask at the office for an appointment.
- All reports from outside professionals can be discussed with you, if this is helpful to you. The SENDCo can arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IPMs will be reviewed with your involvement each term.
- Home Learning will be adjusted as necessary to your child's individual needs.
- Parents are asked to complete a one-page profile of their child which provides a broader picture of their child's interests, skills, needs and so on.

How have we made this school accessible to children with SEND?

- We meet the requirements of the Disability Discrimination Act (DDA),
- We meet the requirements of the Equalities Act (2010)
- Resources and teaching are differentiated according to the child's individual needs
- We access support from outside agencies, such as SENSS, CAMHS, Educational Psychologist, Visually Impaired support service, Occupational Therapy
- Our Family Support Worker works alongside parents and other staff to ensure that need are met – we have a holistic approach
- Appropriate members of staff regularly take part in training and disseminate this as required
- Most of the school is accessible to children with physical disability. A lift is installed to enable children with disabilities to move from the lower level to the upper level
- We ensure that equipment used is accessible to all children regardless of their needs. Staff in school have received training to meet the needs of a range of children.
- IT software and iPad/computer workstations may be used to help children where appropriate.
- The disabled toilet is situated in the middle of the school.

- All extra-curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? How will we help them if they are moving on to another class?

- We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth and happy as possible.
- If your child is moving to another school:
 - We will contact the new school's SENDCo and ensure they know about any special arrangements or support that need 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; in all cases, a planning meeting will take place with the new teacher.
 - All IPMs will be shared with the new teacher.
 - The SENDCo, parents and the new teacher can meet in the summer term to prepare for the change, if necessary.
 - Training needs are identified for new staff and courses attended as soon as possible.
 - Physical changes are made in the new class during the summer holiday.
- In Year 6:
 - The SENDCo or class teacher will meet to discuss the specific needs of your child with the SENDCo of their secondary school.
 - Your child may visit the secondary school with one or two classmates, to support their understanding of the changes ahead.
 - Where possible, your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
 - Your child will engage in transition activities with the whole class or if appropriate with a teaching assistant from the school.

What support could your child receive at University Primary Academy Kidsgrove?

Staff at University Primary Academy Kidsgrove have experience in working with lots of different children with special educational needs. Many of our staff have attended a wide variety of courses, received training or worked with the relevant agencies, in the following areas:

- Asthma awareness training
- Behaviour management
- Child Protection and Safeguarding
- Epi-pen training
- Paediatric First Aid
- Forest School Training

The School's SENDCo has completed the National Award for SEN Coordination award (NASENCO), which is a legal requirement for a new SENDCo.

Intervention activities are provided for pupils who are not making expected progress in the classroom. These are designed for individual children by the class teacher and delivered in small groups or 1:1 by the class teacher or teaching assistant. In addition to the curriculum and teacher-led interventions, a range of specific programmes can be provided by our school to support your child. For example:

- Read, Write Inc. (Reading and Writing support)
- Fresh Start (Reading and Writing Support)
- Wave 3 Maths Programme (Mathematics Support)
- Forest School (Social and Emotional Support)
- Socially Speaking Stories (Social and Emotional Support)

A range of other resources may be provided:

- Forest School area for outdoor learning
- Writing slopes
- Ergonomically designed pencils and pencil grips
- Different types of scissors
- Wobble cushions

- Role-play areas
- ICT resources, including iPads and a class set of laptops

We also have a designated Family Support Worker, Mrs Sue Hancock, who works closely with families as well as children.

What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Staffordshire Local Offer website <http://www.staffordshiremarketplace.co.uk/marketplace/being-part-of-the-community.html>

or by contacting the Staffordshire SEND Family Partnership:

Telephone: 01785 356921

Email: sfps@staffordshire.gov.uk

Website : <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>