Kings Meadow Primary School

Local Offer for children with Special Educational Needs/Disability (SEND)

Context
Kings Meadow Primary is a mainstream Primary School with a nursery provision and an integrated children's centre. In addition, we have a specialised resource base for up to 10 children with Speech and Language Needs. *At Kings Meadow Primary, we do our best to ensure that every child with Special Educational Needs (SEN) gets the support they need to make progress and be part of school life. All children should have access to a broad and balanced curriculum with high expectations set for all pupils, relevant to their prior attainment. Potential areas for difficulty are identified and addressed as soon as possible. Lessons take account of possible areas of difficulty so that any barriers to achievement are overcome, through good, inclusive teaching.*
1. How do we identify Special Educational Needs?
'A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.' **(SEND Code of Practice, 2014)** **Under the SEN Code of Practice, there are four primary areas of need:** • **Communication and Interaction** • **Social, Emotional and mental health difficulties** • **Cognition and Learning Needs** • **Sensory and/or physical Needs**

We use a variety of different methods to identify whether a child has SEND:

- **Consultation with parents**
- **Feedback from teachers and teaching assistants**
- **Pupils make limited progress**
- **Liaison with other professionals such as our school nurse, paediatricians, physiotherapists, specialist teachers and educational psychologists.**
- **Early identification and screening**
- **A child has severe, lifelong and complex needs.**

2. What should I do if I think my child may have Special Educational Needs?

- **If you have concerns about your child's progress you should speak to your child's class teacher initially.**
- **If you are not satisfied that the concerns are being managed and that your child is still not making progress you should speak to the SENCO/Deputy Headteacher (Miss O'Brien) or Headteacher (Mrs Lineton).**
- **If you are still concerned you can speak to the school SEND Governor, Mrs. Janette Hutchings**

3. How do we involve pupil and their parents/carers in identifying SEND and planning to meet them?

- **When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with Miss O'Brien (SENDCO/DHT).**
- **At Kings Meadow, we have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.**
- **If your child is then identified as not making progress we will set up a meeting to discuss this with you in more detail:**

    1. **To listen to any concerns you may have**
    2. **To plan any additional support your child may receive**
    3. **To discuss with you any referrals to outside professionals to support your child's learning.**

- **The SENCO supports the class teacher in planning for children with SEN. We also have close liaison with our Local Authority Inclusion Consultant – Ms Kayleigh Banks.**
- **At Kings Meadow Primary we have a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.**
- **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.**
- **A range of ways will be used to keep you informed, which may include:**
  - **Home/school contact book**
  - **Letters/positive praise postcards sent home**
  - **Additional meetings as required**
  - **Reports**
    - **Parents Evenings are held three times a year to inform you on progress and support for your child.**

4. How are pupils with SEND ensured access to the curriculum?

Our support for children with SEND follows the Graduated Response:

- **<u>Quality First Teaching</u>**

- **All lessons offer the challenge and support necessary for each child to learn and teachers will ensure that they provide Quality First Teaching for all pupils. This may mean making reasonable adjustments to their teaching and/or classroom environment to enable pupils to access and participate in the curriculum. This may be differentiation of tasks, questions asked and support given. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet the learning needs of pupils. Grouping arrangements are organised flexibly with opportunities for both ability and mixed groupings to maximise learning opportunities for all.**
- **Further adaptations may be needed to ensure that children make progress. This may be further differentiation, extra practice of a specific skill, a booster programme or increased adult support from a teacher or teaching assistant.**

A range of interventions are used to ensure pupils with SEND are able to access the curriculum. The SENDCO will be involved in coordinating additional and different provision within the school to enable the child to learn more effectively. Staff will work closely to devise a learning programme, based on assessment, which outlines specific measurable targets and strategies to meet them. The child's progress will be closely monitored and targets will be reviewed regularly.

- **SEND Support**

For those children whose progress continues to cause concern, the school may seek parental consent to request support from outside agencies (e.g. Educational Psychology, Sefton Special Educational Needs and Inclusion Service, School Nurse, Speech and Language or Occupational Therapist). The class teacher, based on the advice they receive from outside agencies, will implement advice on new targets and fresh strategies.

If a child still continues to make limited progress; despite this level of support, and has severe, complex and lifelong needs, a SEND Support plan will be written and shared with parents. Children who have an EHCP (Education Health Care Plan) or access support through High Needs Funding, will also receive a SEN Support Plan. The plan will include detailed targets and will be reviewed with parents on a termly basis.

5. How do we support pupils in their transition into our school, when they leave us or moving class?

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

- **If your child is moving child to another school:**
  - **We will contact the school SENDCO and ensure he/she knows 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 and in most cases, a planning meeting will take place with the new teacher. If your child has a SEND support plan, this will be shared with the new teacher.**

- If your child would be helped by a book to support them understand moving on then it will be made for them.

- **<u>In Year 6</u>:**
  - **Miss O'Brien and Y6 Teacher will meet with the SENDCO of their secondary school to discuss the specific needs of your child.**
  - **Your child will do focused learning about 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**

6. How will the curriculum be matched to my child's needs?

All pupils with SEND are assessed against statements drawn from the National Curriculum. Pupils are described as emerging, expected or exceeding these National Curriculum statements for each year group. For some pupils with SEND we use an assessment system called 'B-squared' to assess progress as this is designed to create smaller steps than the usual national curriculum and moves at a slower pace. Our assessments are regularly moderated (checked for accuracy and consistency) internally – between teachers – and externally, by the Local Authority. Within every lesson, teachers are expected to use assessment for learning strategies to check how well a pupil understands and how much progress they are making. Our senior leadership team check the progress of pupils termly. The Headteacher and Classteacher discuss what we are doing to make sure all pupils make good progress at termly Pupil Progress Meetings. For pupils with SEND, teachers discuss progress with parents every term or more often if we believe this will help. This may be as part of the whole school termly teacher – parent meetings, or may be at additional meetings between the class teacher, SENDCO and parents/carers.

7. **What training have the staff supporting children with Special Educational Needs/Disability (SEND) had, or are having in the future?**

At Kings Meadow, we believe that children's learning needs will be met in the first instance through the high quality teaching delivered by the teachers in our school. We regularly review the school's training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs. The school is able to access training programmes from a range of different providers, including Sefton Inclusion Service, Occupational Therapy and the Speech and Language service. Individual training can also be arranged where and when necessary. Teaching staff have received training on the SEND Code of Practice with a range of staff training planned throughout the academic year to ensure all identified objectives are achieved.

Our teachers are all trained to support pupils with a wide range of educational, social and emotional needs. They are supported by teaching assistants, who are able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. Our leaders for learning, curriculum and attainment analyse pupil performance data half-termly to ensure every child is making the best possible progress. We have a dedicated Inclusion Consultant and Educational Psychologist, who visit our school regularly to observe and assess pupils, and offer advice and support to both home and school.

All staff have received training related to SEND. These have included sessions on:

- **How to support pupils with Speech and Language difficulties.**
- **How to support pupils with a diagnosis/profile of Dyslexia.**
- **How to support pupils on the Autistic Spectrum.**
- **How to support pupils with an ADHD profile.**
- **How to support pupils with Sensory Needs.**
- **How to support pupils with Hearing Needs.**
- **How to support pupils needing co-ordination support**
- **How to support pupils with Physical and Complex needs.**
- **Safeguarding**

8. How do we evaluate the effectiveness of the provision made for children with Special Educational Needs?

The provision for pupils with SEND is assessed and evaluated regularly using a range of strategies including:

- Assessment and tracking results
- Evaluation of targets set prior to intervention
- Regular assessment and update of the SEND register
- Pupil Profile meetings with Class teachers, Mrs. Lineton (Headteacher) and Miss O'Brien (SENDCO/DHT)
- Interventions are closely tracked and impact is clearly shown

10 What other activities are available for pupils with Special Educational Needs in addition to the curriculum?

- At Kings Meadow Primary School, we are proud to be part of Children's University. Children's University offers exciting and innovative learning activities and experiences outside normal school hours. Any extra-curricular activities that take place within school will earn credits towards their graduation. However, we want to celebrate learning that takes place outside of school. A Passport to Learning can be purchased from the school office which you can use to collect credits at Learning Destinations outside of school.
  For more information about Children's University please visit http://www.childrensuniversity.co.uk/

- Outside agencies often provide additional clubs often at a small cost e.g. Team Games.
- As well as extra-curricular clubs, children have the opportunity to join our School Council. This is run by Mrs.Beesley.
- Children also have the opportunity to learn to play an instrument. Sefton Musical Service comes to school on a weekly basis, enabling our children to have experiences playing a variety instruments.
- We run a Breakfast Club, which begins from 8am which is a charged facility.

11 What support will be there for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The school meets the emotional and social needs of individual children and ensures that our children have the highest level of pastoral care possible.

At Kings Meadow Primary we consider training in Child Protection Procedures of paramount importance. Staff are all trained in Child Protection procedures. The school has three members of staff that are specially designated to safeguard all children – Mrs. Lineton (Headteacher), Miss O'Brien (SENCO/Deputy Headteacher) and Mrs Brookes (Pastoral Leader).

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside external agencies.

12 What specialist services and expertise are available at, or accessed by Kings Meadow Primary?

At times it may be necessary to consult with outside agencies to receive more specialised expertise.
The agencies used by Kings Meadow Primary include:

- **Weekly Speech and Language Therapist – Ms Jessica Moscrip**
- **Educational Psychologist – Dr. Stuart Duckworth**
- **Inclusion Consultants (SENIS) – Ms Kayleigh Banks**
- **School Nurse – Mrs Sarah McDowell**
- **Hearing Needs (HN, SENIS) – Deborah McNealis**
- **Sefton Mental Health Team – Joanne Harrison**
- **CAMHS (Child & Adolescent Mental Health Service)**
- **Children's Therapy Team (Speech and Language/Occupational Therapy/Physiotherapy)**
- **Social Services**
- **Community Paediatrician**