

Kenn Primary School SEND Information report



What is the Special Education Needs Information Report?

- ▶ All schools utilise 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 provide. Schools refer to this as 'The Special Education Needs Information Report.

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

Devon's Special Educational Needs and Disabilities (SEND) Local Offer

We want every child in Devon to dream, believe and achieve, and fulfil their potential, some just need a little extra help or support to do this.

Our Local Offer is here to help you find out about the support services available in Devon and how to access them.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

1. Your child's 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 things like targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.

- Writing Pupil Progress targets/ Individual Education Plans (IEPs), 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 school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

2. The SENDCo - Mrs Lorraine Bestwick

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND 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.

3. The Headteacher: Mrs Lorraine Curry

Responsible for:

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

4. The SEND Governor – **Mrs Liz Price-Holden**

Responsible for:

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

School contact telephone number – **01392 832347**

School email:**admin@kennschool.co.uk**

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

a) Ordinarily Available Inclusive Provision



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.
- Different ways of teaching are in place so that your child is fully involved in learning in class. Activities are adapted to support all learners to achieve.
- Specific strategies (which may be suggested by the SENDCo) 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 work

) Specific group work

Intervention which may be:

- Run in or outside the classroom.
- Run by a teacher or a Teaching Assistant (TA).



SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENDCo /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 or Sensory Service (for students with a hearing or visual need)

Outside agencies such as an Educational Psychologist or a Speech and Language therapist paid for by the school.

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 yourself understand your child's particular needs better and be able to support them in school.

The specialist professional will work with your child to understand their needs and make recommendations about the ways your child is given support.

c. Specified Individual support

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

This is usually provided via 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 Autism Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service

Outside agencies such as our Education Psychologist.

Kenn Primary School has also assigned for 2023-2024 support from:

Educational Psychologist – 10 hours a year

Speech and Language Therapist - A day every half term.

Social, Emotional and Mental Health Support Advisory Teacher - when needed

Occupational Therapist

Specialist teachers from the Babcock LDP SEND support services

CAMHS

Physical Disabilities Advisory teacher

Physiotherapist



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 to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they 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 'Panel of Professionals' 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 and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, 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.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Question 3

How can I let the school know 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 Headteacher or Special Education Needs/ Disabilities Coordinator (SENDCo).

Question 4

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

If your child is identified as not making progress, the school will set up 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's learning



Question 5

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from the Government, includes money for supporting children with SEND.

- The Executive Head Teacher 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 Executive Head Teacher, Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children already receiving extra support
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
 - the child's view. This will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.

Question 6

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

- *Class teachers*
- *Teaching Assistants*
- *School clubs*
- *Local Authority Provision delivered in school*
- *Autism Outreach Service*
- *Education Welfare Officer*
- *Educational Psychology Services*
- *Sensory Service for children with visual or hearing needs*
- *Communication and Interaction Team (C and I team)*
- *Health Provision delivered in school*
- *SEMH team (Social, Emotional and Mental Health)*
- *Speech and Language Therapy*
- *School Nurse*
- *Occupational Therapy*
- *Physiotherapy*
- *CAMHS*

Question 7

How are the teachers in school helped to work with children with 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 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 such as Autism, ADHD and Speech and language difficulties.

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

Question 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.

Question 9

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in reading, writing and mathematics.
- At the end of Key Stage 2 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 may have an Individual Education Programme and targets which will be reviewed, and a future plan made.
- Teachers meet with the Headteacher and SENDCo on a termly basis as part of pupil progress meetings.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education invited to report on the child's progress.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.



Question 10

What support do we have for you as a parent of a child with a 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 similar strategies can be used.

- The SENDCo is 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 towards Individual Education Targets will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- 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.

Question 11

How is Kenn Primary School accessible to children with SEND?

- There is a disabled toilet and a shower room.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

Question 12

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as 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. IEP s will be shared with the new teacher.
- Enhanced transition activities can be arranged.
- If your child would be helped by a social story to support them to understand moving on then it will be made for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.

Question 13

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

We recognise that pupils with SEND may well have Emotional and Social Development needs, which will require support in school.

- The emotional health and well-being of all our pupils is very important to us.
- We have a robust Child Protection policy in place; we follow National & LA Guidelines.
- We have a Behaviour and Discipline Policy in place.
- The Headteacher and all staff continually monitor the emotional health and well-being of all our pupils.
- We have an anti bullying policy.
- We allocate a member of staff to work with pupils on an individual basis to support his/her emotional health and well-being, as appropriate.

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Ivy Education Trust's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the school can make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal.

Parents/carers have a right to appeal to a SEND tribunal at any stage.

Useful links:

Devon County Council SEND:

<https://www.devon.gov.uk/support-schools-settings/administration-and-finance/finance/additional-educational-needs/>

Ordinarily Available Inclusive Provision

<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/>

Devon Information and Advice & Support for SEND (Formerly Parent Partnership):

www.devonias.org.uk