

SEN Information Report

written October 2014

This is the first working document of KLPS SEN information Report and will feed into Hertfordshire's Local Offer. The aim of this report is to provide clear information for parents, carers, pupils and other interested stakeholders, about all aspects of SEN provision in this school. We hope to get feedback from all stakeholders to ensure that our report is accessible to all. We work closely with our local DSPL group and our local SENCo cluster.

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The school recognises the need for a graduated response to the identification and assessment of children who fall behind age appropriate expectations. This ensures that the response and provision offered will be suited to the current needs of your child and will change over time - these are recorded on our provision maps (documents that detail current additional support).

We identify when children will need extra help:

- by monitoring our termly data in the core areas of English and Maths (carrying our further fact finding if necessary)
- through high quality teaching (teachers continually assess a child's progress through marking, observation and feedback)
- by carrying out formal assessments at the end of each term.

We also:

- monitor our teacher assessments across the curriculum
- observe informally, children in lessons and at play, seeing how they approach learning and socialise with their peers
- discuss children's progress and learning with the SENCo (Special Educational Needs Co-ordinator), Mrs Hanley, Head, Teachers and Teaching Assistants
- talk to parents and carers, about our concerns
- talk to the children.

If you are concerned about your child's learning or if your child has a disability, the first person to see is your child's class teacher. She or he

will discuss your concerns with the SENCo to determine what course of action (if any) is required. We try to have an open door policy for concerns regarding your child's progress, but you can also make use of your teacher's class surgery time, or parent consultation evening. Those parents new to Nursery and Reception are offered a meeting with the teachers before their child begins and the teachers visit the all children in their pre-school settings.

2. How will school staff support my child?

The headteacher will ensure that all children are provided with high quality, whole class first teaching. All teaching is monitored and developed continually and specific training, advice, support and provision is put in place when needed.

At Kings Langley Primary School, we ensure that there is a qualified teacher in each classroom and sufficient teaching assistants to support the class. This is reviewed annually and classroom assistants are moved around, to ensure that needs are met. Our teaching assistants are directed by the class teacher to provide support in particular lessons and are also trained to deliver additional and targeted support (e.g. running intervention programmes).

The Special Educational Needs Co-ordinator (SENCo) co-ordinates all special educational provision across the school. The Headteacher and SENCo carry out termly Pupil Progress meetings (to check the progress of all our pupils). The SENCo can support teachers with their planning, monitoring and evaluations, as well as co-ordinating support from external agencies. Those children in receipt of advice from any outside agency will also have an opportunity to plan and review their learning targets with the SENCo, teacher and the parent.

3. How will I know how my child is doing?

Teachers at KLPS observe, mark, monitor and provide daily feedback to students. We also talk to parents as regularly as we can. We hope that parents will take the opportunity visit teachers in their class surgery times or at the beginning of each day when the teachers are on the playground. If you cannot make a surgery time, you could request a

telephone call from your child's class teacher about a specific target to help you gauge how well your child is doing.

In addition, parents are invited to attend twice yearly parent consultation evenings to discuss their child's progress in school.

Parents of children receiving in-school special educational provision will also be invited in to meet with the class teacher and SENCo on a termly basis, to review, plan and agree desired outcomes and targets.

Those pupils who have support from external agencies will have an Individual Education Plan (IEP) and will also be invited in to review their plan on a termly basis. We are looking at changing how we involve children to allow them to feel more a part of the planning and reviewing process.

4. How will the learning and development provision be matched to my child's needs?

Children at Kings Langley Primary School learn in mixed ability classes. Class teachers plan and provide work, differentiated to at least three levels where necessary, and also take into account the needs of children who receive SEN support. This differentiation means that their learning is suited to the current needs, based on an assessment. Teachers differentiate in a number of ways. It could be that we adjust:

- the teaching and learning styles
- the structure of the lesson
- the resources provided
- the layout of the classroom
- the pitch of activities
- support from adults (small group, 1:1)
- pre-teaching of vocabulary and concepts
- IT and visual support are regularly
- over- learning, repeating a skill or concept

We hold termly meetings for children in need of SEN support and follow the cycle of '*assess, plan, do, and review*'. (see above)

5. What support will there be for my child's overall wellbeing?

At Kings Langley Primary School, a child's overall wellbeing is a central to our work.

All our children have an opportunity to see the Pastoral Support Worker and our Behaviour Policy ensures that every child's well-being is a focus. Adjustments of this policy for some children who receive SEN support are sometimes necessary and will be discussed with parents.

We have many opportunities to celebrate children's achievements, including a weekly Celebration Assembly, Star of the Week, Star/Pasta Jar Treats, House Points, and so on.

We take every opportunity to expose children to as broad a range of life experiences as we can, from sports events to life-changing school trips. In Key Stage Two, we have recently introduced a new reward system whereby each student can achieve 'stars' for their ability/attitude/perseverance and all pupils work hard to build up enough rewards to achieve their bronze, silver, gold, diamond and platinum stars that can be worn on their school jumpers with pride.

We ensure that children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class. *Pupil Voice* is essential to all our decision-making. We have an active School Council and we teach children to respect each other and their environment and behave appropriately at all times.

School exclusions are administered rarely, and only ever as a last resort. Our Family Support Worker (Mrs Rosemary Inskipp) supports our children's well-being, as well as supporting the wider family too.

Our Pastoral Support Worker, (Mrs Frances Euman) supports our PSHE curriculum and works with pupils on an individual basis or in small groups, where necessary. She helps develop good communication skills, improved emotional literacy and can discuss children's anxieties and concerns on a weekly basis.

In school, we have trained peer mediators (children in Years 5 and 6) who help support children in solving their own playground upsets and if they can't help, they then know how to get adult support. Also, we have play leaders who help the younger KS1 children or children that may at times be isolated on the playground, to join in with games. There is a wide

variety of playground equipment that supports happy playtimes.

We have a number of qualified paediatric first-aiders on our staff, with named staff on call at play times and lunch times to deal with first aid matters; all staff have annual Epi-pen/JEXT training.

Prescribed medication can be handed in to the office and administered by the class TA or teacher, in close consultation with parents. Individual Care Plans are written with parents where needed, and are reviewed termly.

The Leadership Team oversees any child-protection issues in the school, and the whole staff receives child-protection training every three years.

We also employ a Behaviour Support teaching Assistant (Mrs Sacha Relf) to support those children whose EBD (Emotional and Behavioural Difficulties) act as barriers to their learning and development.

6. What specialist services and expertise are available at or accessed by the school?

The SENCO co-ordinates the specialist support of a number of external agencies, including the Educational Psychology Service, the Specific Learning Difficulties Base at Maple Grove School, behaviour support from The Reddings Primary Support Base and The Dacorum Education Support Centre (DESC), the Communication Disorders Team, the Sensory Impairment Team, play therapists and family support services.

We also have support from the health services, such as Speech and Language Therapy and Occupational Therapy.

When the need arises, whole school staff meetings are dedicated to training staff in particular areas. For example, recent training was given on Autism, by members of the Communications Disorders Team.

The SENCo has achieved her National SENCo Award and has an OCR Level 5 certification, to support children with Specific Learning Difficulties.

Local best practice is shared through networks such as the Head Teachers' Consortium, Deputy Head Teachers' Network and SENCo

cluster meetings.

7. What training have the staff, supporting children and young people with SEND, had or are having?

All teaching and learning staff in the school support children with special educational needs. At Kings Langley Primary School, an inclusive education is central to our teaching and its principles are guided by the Leadership Team. We strive to ensure that all children have access to all opportunities in school and put measures in place to decrease individual barriers to achievement.

Our teachers continually work together to improve their teaching practice. The Teaching Assistants are trained to deliver specific intervention programmes and many have undertaken further study including Foundation Degrees in Education. They are encouraged to attend training given by our local SpLD base.

In the last two years, staff have received training from :

- The SPLD Base
- The Communications Disorders Team (Autism Spectrum Disorder)
- The ADHD Specialist Nurse
- The Speech and Language Therapist (functional language)

The SENCo has also received training by attending a variety of courses and conferences and attends Hertfordshire's termly briefings.

8. How will you help me to support my child's learning?

Your role as your child's parent is central to their education. We value your knowledge and expertise about your child, and strongly believe that we are here to support not only your child but also your family.

Through class surgeries, we can go through extra work or homework that you are doing with your child. We can discuss how you can support the reading and homework. From Reception class onwards, we expect children to read at home and for you to jot down what they have read and comment on how well he/she has done. Children also receive a six weekly

grid of homework, giving you the flexibility to decide which task your child completes each week - this gives you the opportunity to receive help in advance from the class teacher or SENCo. Our homework system enables children to plan their time at home and prepares our children well for their secondary school education.

School holds information meetings to help you support your children. Reception parents have just had a "Phonics" information meeting. If your child receives special educational provision, we will invite you into school every term to discuss the strategies that we use in school; we will seek your advice about what works at home, and also show you strategies that are working on in school. We also offer Homework Club and an After-School Club, where children can complete their homework in school, if they wish.

9. How will I be involved in discussions about and planning for my child's education?

There will be termly planning meetings for children receiving special educational provision.

These involve the parents, SENCO, class teachers, and the advice given by any external professionals involved with the child, as appropriate. At these meetings, we will review the child's progress over the preceding term, and plan provision for the term ahead. Targets are agreed for the subsequent term, in order to work towards the agreed desired outcomes for the child. The voice of the child and the parents is central to these meetings.

Parents can influence the direction of the school through involvement in the PTA, becoming school governors, and by responding to parental questionnaires (completed annually).

10. How will my child be included in activities outside the classroom including school trips?

All educational visits involve the whole year group. If children have special educational needs that may make their participation in a trip more challenging, we conduct individual risk assessments and remove any barriers to participation - for example, we might allocate additional adults to support the child, ensure that there is a car to drive the child if the walk is too long, or go on practice journeys to get the child used to the route. We will involve you in this process, and may even ask you to accompany your child on the trip. Ratios for school trips are always at the standards set by Hertfordshire County Council.

We have flexible start and end times to the school day, by providing a breakfast club and afterschool club, to widen pupils' access as far as possible.

11. How accessible is the school environment?

The school is accessible to all. While we are located on a hill which can pose some difficulties when considering access, we have accessible routes to all classrooms and offices.

There is a disabled toilet at the main school reception.

All teachers use highly visual approaches to teaching and learning and there is a high degree of visual contrast in the corridors and classrooms.

The School governors have developed an "Accessibility Plan" which sets out the school's aims in ensuring that the school is fully accessible in terms of access to the curriculum, to the physical environment and to information for the school community.

12. Who can I contact for further information?

The school office is always open throughout the day, and office staff can direct enquiries to the most appropriate member of staff.

Teachers and member of the leadership team are also available every morning and evening, and either the Head or Deputy Head Teacher is always available to talk to parents. The Pastoral Support Worker and SENCO are available to talk to parents at any time.

The school's Complaints Procedure is published on the website:

www.kingslangley-pri.herts.sch.uk

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Children entering the school with SEND will have a tour of the school with their parents and the Head Teacher. After that, the point of contact will be the SENCO and class teacher. We share information with the preceding school and work closely with the parents to ensure that the child's needs are met quickly.

14. How are the school's resources allocated and matched to children's special educational needs?

The school has ring-fenced funds for its specialist provision.

Pupil progress meetings and SEN support reviews lead the planning for the allocation of the school's resources, so that children's needs are central to this decision-making.

The leadership team report to governors regularly, regarding the allocation of resources.

15. How is the decision made about how much support my child will receive?

Support is carefully matched to children's needs, and can be given through adjustments to the curriculum, intervention groups, one-to-one or small-group work, or specialist resources.

These decisions are made through careful assessment, analysis of pupils' progress, SEN support discussions, and observation of children; parents are closely involved in these decisions through the termly SEN reviews.

It is our aim to develop the independence of all pupils and no child will receive full-time support from the same adult.

Some children with exceptional needs receive specific funding for specialist equipment or support that cannot be supplied through what is normally available in school.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The local Authority Hertfordshire County Council has published its local offer of services and provision for children and young people with SEN on its website: www.hertsdirect.org/localoffer