

SEN Information Report

updated May 2018

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 work closely with the DSPL 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 graduated response to the identification and assessment of children who fall behind age appropriate expectations. This means that the response and provision 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
- through high quality teaching (teachers continually assess your child's progress through marking, observation and feedback)
- by monitoring our teacher assessments across the curriculum
- by observing informally children in lessons and at play, seeing how they approach learning and socialising
- by discussing children's progress and learning with the SENCo (Special Educational Needs Co-ordinator), the headteacher, class teachers and teaching assistants
- by talking to parents/carers
- by talking 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 the course of action (if any) is required. We try to have an open door policy (if you have concerns about your child's progress) but there are also regular opportunities to discuss your concerns such as class surgeries, or phoning to make an appointment with the teacher or at our parent consultation evenings. Nursery and Reception parents are offered a meeting with the teachers before they begin school and the teachers visit the pre-school settings.

2. How will school staff support my child?

All children are supported in school by the head teacher ensuring that we are providing high quality, whole class, first teaching. Teaching is monitored and developed continually and specific training, advice, support and provision are put in place for both teachers and teaching assistants as and when necessary.

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

The Special Educational Needs Co-ordinator (SENCo) co-ordinates all the special educational provision. The Head and SENCo carry out Pupil Progress meetings with class teachers on a regular basis. The SENCo can support teachers to help with planning, monitoring and evaluating provision as well as co-ordinating support from external agencies. Those families in receipt of advice from any one of these agencies will also have an opportunity to plan and review their learning targets with the SENCo, teacher and you the parent.

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

Teachers at KLPS observe, mark and monitor and provide the child with day to day information about how they are doing. We also talk to you as regularly as we can. We hope that you will take the opportunity to see the class teachers in their class surgery times. If you cannot make a surgery time then phoning to make an appointment to see the teacher about a specific target will help you gauge how well your child is doing.

There are two parent consultation evenings throughout the year where teachers invite you to share your child's work, their progress and their current needs. Parents of children receiving special educational provision are invited to meet with the school-based professionals working with their child every term, to review and plan provision and agree desired outcomes and targets. Parents of children who are receiving support

from external agencies are also invited into plan, review their child's individual targets and progress once a term with the SENCo and class teacher.

Those pupils who have support from external agencies have an individual education plan, called a Pupil Passport, and these children may input into their plans.

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

Children at Kings Langley Primary learn in mixed ability classes. The teachers plan and provide differentiated work where necessary and also take into account children who receive SEN support. This differentiation means that the learning is suited to the child's current needs based on assessment of the children's learning. Teachers differentiate in a number of ways, below are some examples:

- adjusting the teaching and learning styles
- adapting the structure of the lesson
- providing additional resources
- looking at the layout of the classroom
- adjusting the pitch of activities
- adding support from adults (small group, 1:1)
- pre-teaching vocabulary and concepts
- using IT and visual support
- 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, review*', (see above).

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

At Kings Langley Primary School, children's overall wellbeing is a central aim.

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 but if this is the case, we would discuss this with you.

We have many opportunities to celebrate childrens' achievements, including a weekly Celebration Assembly, class and headteacher certificates and stickers, the use of pasta jar treats, house points, our **star** system etc. 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.

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

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

Our Pastoral Support Worker, (Mrs Frances Eumen) supports our PSHE curriculum and she also 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 current needs on a weekly basis.

The school has a designated SEND teaching assistant (Mrs Kerry Ardley) who will support children in class on a 1:1 basis who needs support in managing their behaviour.

In school, we have trained peer mediators (Years 5 and 6) who help the children themselves solve their own playground upsets and if they can't help they then know how to get adult support. Also we have play leaders we help the younger KS1 children or children that may at times be isolated on the playground 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 given 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 regular child protection training.

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 Haywood Grove EBD School and Dacorum Education Support Centre (DESC), the Communication Disorders Team, the Sensory Impairment Team, play therapists, family support services, etc. We also have support from the health services, such as Speech and Language therapy and Occupational therapy.

Where the need arises, whole school staff meetings are dedicated to training staff in particular areas.

The SENCo has achieved her SENCo Award - a national award. She also has a certificate to support children with Specific difficulties (OCR Level 5).

Best practice locally is shared through networks such as the Head Teachers' Consortium, Deputy Head Teachers' Network and local 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, we provide an inclusive education. We strive to ensure that all children have access to all opportunities in school and put in measures to decrease the 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 the SPLD base.

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

- The SPLD Base
- ADVANCE
- Speech & Language

The SENCo has also received training by attending a variety of courses and conferences and attending 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 their 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 onwards, we expect children to read at home and for you to jot down what he/she has read and a comment on how well he/she has done. Children also receive a six weekly grid of homework that you can decide when you will complete with your child, so that if you need more support in an area you could come and see your child's class teacher or the SENCo if you felt this more appropriate. Homework enables children to plan their time at home and is good preparation for secondary school.

School hold 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 at school. We also offer Homework Club and After-School Club, when 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.

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. There is a high degree of visual contrast in the corridors and classrooms.

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 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.

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 on 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.

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