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**Kingsley Community Primary and Nursery School**

Kingsley Community Primary and Nursery School is a warm, welcoming, fun and friendly school that provides high quality education for children aged 2-11.

It is our aim that our children feel happy, safe, valued and experience the best education possible no matter what their ability.

We believe in “Inspiring Positive Futures”.

**Special Education Needs Information Report**

**September 2018**

**Introduction**

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

 Communication and Interaction.

 Cognition and Learning.

 Social, Emotional and Mental Health Difficulties.

 Sensory and/or Physical.

**What is the Local Offer?**

**The LA Local Offer**

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. For further information please go to <http://www.westcheshirelocaloffer.co.uk/>

**What is the Special Education Needs Information Report?**

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.’

**Questions**

Please read the 14 questions below for more information about the Special Education Needs Information Report for Kingsley Community Primary and Nursery School.

Our school’s SEND contact details:

Mrs Louise Mills – [lmills@kingsleycp.cheshire.sch.uk](mailto:lmills@kingsleycp.cheshire.sch.uk)

Mrs Sarah Harrison – [head@kingsleycp.cheshire.sch.uk](mailto:head@kingsleycp.cheshire.sch.uk)

Mrs Beth Holbrook [– bholbrook@kingsleycp.cheshire.sch.uk](mailto:–%20bholbrook@kingsleycp.cheshire.sch.uk)

**School contact telephone number – 01244 981 300**

**Question 1**

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

**The Class teacher is the first point of contact. They are 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 resources.
* Communicating any concerns or issues with the SENDCo.
* Writing Learning Goals and ‘SMART’ targets which are used to plan and develop an individualised curriculum in order to allow for continued progress of your child.
* Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**The SENDCo – Mrs Louise Mills**

Mrs Mills has had many years of experience as a SENDCo and will endeavour to support you and your child as best as she can.

**It is the SENDCo’s responsibility to:**

* Develop and review the school’s SEND policy
* Coordinating all the support for children with special educational needs or disabilities (SEND)
* Ensuring that you, as a parent, 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 to 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 our 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.
* Work closely with the SEND Governor, communicating effectively and reporting necessary updates
* Our SEND Governors is Mrs Beth Holbrook

**The Head Teacher – Mrs S Harrison, contact details:**

**It is the Head Teacher’s responsibility to:**

* Ensure the day to day management of all aspects of the school is effective - this includes the support for children with SEND.
* Give responsibility to the SENDco and class teachers, but is still responsible for

ensuring that your child’s needs are met.

* Make sure that the Governing Body is kept up to date about issues relating to SEND.
* Work closely with the SENDCo, ensuring progress is well monitored and systems and support are effective

**The SEND Governors – Mrs Beth Holbrook**

**It is the SEND Governor’s responsibility to:**

* Making sure that the necessary support is given for any child who attends the school, who has SEND.
* Liaise with the SENDCo to offer support and ensure good practice.

**Question 2**

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

*We pride ourselves on delivering Quality First Teaching for all children, including those with SEND.*

***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. This may involve things like using more practical learning for the kinaesthetic learner.
* Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. An individual support plan may be used in order to ensure the best possible resources, environment, tools and routines are used to support children. Advice is given by the SENDco to teachers about how to create the best learning environment according to a variety of needs.
* 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. This is closely monitored by both the SENDco and Head Teacher.

Specific Intervention Programmes which may be:

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

*Your child may receive support from Specialist groups run by outside agencies e.g .Speech and Language therapy 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 of 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 the Education Psychology Service (EPS), the SALT (Speech and Language Therapy) team or Sue Leigh (Family Support Worker) may be involved.

You may be asked to give your permission for the school to refer your child to a specialist professional eg, 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 better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

***Specified Individual support***

This type of support is available for children whose learning needs are, severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or 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 of 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 the Speech and Language therapy (SALT) Service

**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 Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and 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.
* The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
* Sometimes, the ‘Panel of Professionals’ will decide that your child does not require an EHCP, but does require some further adult assistant. This is called ‘Top-Up Funding’. If your child is in receipt of this, you will be notified by the LA and/or school and a meeting will be held with you to discuss the plan of action which will support your child in the best way.

**Question 3**

**How will I let the school know if I have any concerns about my child’s learning?**

We always have an ‘open door’ policy so that you can ask for help and support as you need it.

If you have concerns about your child’s progress you should speak to your child’s class teacher initially either by contacting them directly or via the school office to arrange an appointment.

If you continue to be concerned that your child is not making progress, you should speak to the head teacher who will then speak to the SENDCo if required.

The school SEND Governor can also be contacted for support.

It is likely that the class teacher will invite you to speak with the SENDCo if necessary in order to establish any further action to be taken.

If you wish to contact our SEN Team, please refer to the contact details at the top of this report.

**Question 4**

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

It is important to us that you, as a parent, feel confident with the communication you receive regarding your child’s progress. Therefore, if we have any concerns about your child’s progress, we will organise a meeting to discuss this with you in more detail. We will also:

* listen to any concerns that 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 Cheshire West and Chester LA, includes money for supporting children with SEND.

* The 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 Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
* the children receiving support already
* the children requiring extra support
* the children who have been identified as not making expected progress.

They will then decide what resources/training and support is needed.

* Your child’s view is very important and will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.
* The Head Teacher and SENDco will identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support are reviewed regularly and changes made as needed.

**Question 6**

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

**We work hard to ensure that we have effective relationships with all the services outlined below:**

**School provision**

* Teaching Assistants
* Before and After school club staff
* School clubs run by staff and external agencies

**Local Authority Provision**

* Educational Psychology Service
* Parent Partnership Service
* Child Development Team

**Health Provision**

* Speech and Language Therapy
* School Nurse
* Occupational Therapy
* Physiotherapy
* Paediatricians
* CAMHS
* Family Support Worker

**Question 7**

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

It is the SENDCo’s job to support the class teacher when setting targets and planning for children with SEND. She will also monitor children’s progress in order to establish whether the correct support and resources are being made available. When supporting staff, the school will:

* Provide 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 Dyslexia, Speech and language difficulties and well-being.
* Provide the opportunity for teachers and support staff to attend training courses run by outside agencies that are relevant to the specific needs of children in their class e.g. from the Autism Outreach Team service and the newly formed Dyslexia Outreach Service.
* Provide necessary links with the Speech and Language Service (SALT)

**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. This may be done by:

* Support staff, under the direction of the class teacher, adapting planning and creating specific resources to support the needs of your child where necessary.
* Specific resources and strategies will be devised in order to support your child individually and in groups.
* Planning and teaching being adapted on a daily basis if necessary to meet your child’s learning needs.

**Question 9**

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

It is our aim that all children make at least good progress from their starting points and that we, as a team, can ensure that this takes place**.** Your child’s progress is continually monitored by his/her class teacher and actions put in place where necessary. We review the progress made:

* Every term in reading, writing and numeracy by both the class teacher and head teacher
* 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.
* Regarding personal learning goals, and a future plan will be made using a plan, do, assess, review approach. We are very much led by an ‘outcomes’ model and share information with children and parents involving them in the target setting where possible.
* By holding meetings between the Teacher, SENDCo and Head Teacher on a termly basis as part of SEND pupil progress meetings.
* Reviewing any EHC Plans at an Annual Review, with all adults involved with the child’s education.

**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. Sharing information about what is working well at home and in school is always encouraged to allow for similar strategies to be used offering consistency.
* The SENDCo is available to meet with you to discuss your child’s progress or any concerns/worries you may have.
* We will provide suggestions and ideas for ways that you can support your child at home.
* 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 Learning Goals are reviewed at least termly by the class teacher and this information will be shared with you. The class teacher may speak with the SENDco during the review process in order to establish next steps and support. Future goals will be set and outlined in your child’s Profile/IEP. These goals will be shared with both you and your child.
* 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.
* For those children who receive funding or have an EHC Plan, reviews are held annually and involve the school, child and parents. These reviews are a time to discuss success in both in school and at home as well as discuss next steps. We always ensure that the next teacher is fully aware of any SEND provision that is in place and where necessary, the class teacher will arrange a meeting with you to discuss this further.

**Question 11**

**How is Kingsley Community Primary and Nursery School accessible to children with SEND?**

* There is a disabled toilet with hand rails.
* There are ramps allowing access to all parts of the school building.
* We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
* After school provision is accessible to all children including those with SEND.
* Extra-curricular activities are accessible for all children including those 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 therefore we take the necessary steps to ensure that any transition is as smooth as possible.

**If your child is moving to another school:**

* We will arrange for the SENDCo to visit your child whilst at our school
* We will arrange a meeting between SENDCOs to discuss any special arrangements or support
* We will make sure that all records about your child are passed on as soon as possible.

**When moving classes in school:**

* We provide two days of transition for all children, ensuring pupils feel comfortable with their new classroom environment and teacher.
* Where necessary, a meeting will be arranged between the new teacher and yourselves to discuss any worries or concerns.
* 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. Learning Goals/IEP s will be shared with the new teacher.
* If your child would be helped by a book or social story to support them understand moving on then it will be made for them.

**In Year 6:**

* The SENDCo and Year 6 class teacher will discuss the specific needs of your child with the SENDCo of their secondary school.
* 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.

All children have the opportunity to visit their new school for a 2 day transition period. If appropriate and needed, additional visits are made, with a familiar teaching assistant or teacher where vulnerable areas have been identified. All children are visited by Learning Mentors, Year 7 Buddies and where possible, the head of Year 7.

**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 that will require support in school.

* The Emotional Health and Well - being of all our pupils is of the up most important to us.
* We have a robust Safeguarding Policy in place; we follow National & LA Guidelines.
* We have a robust Behaviour and Discipline Policy in place called Good to be Green.
* The Head Teacher and SLT along with all staff continually monitor the Emotional Health and Well - being of all our pupils.
* We are an Anti-bullying school. Our school council meet and report termly on bullying and behaviour within our school, ensuring the pupil’s voice is heard. We value our school council and the views and opinions that they offer. We always listen to our pupil’s voice and address any issues promptly and positively.
* We have a designated safe guarding lead (the Head Teacher Mrs Sarah Harrison), and deputy leads (Mrs Louise Mills, KS1 and Lindsay Lambert, EYFS) who work closely with the SENDCo to ensure children are well supported in their we being. We support strategies available for all pupils regarding their well being.
* We have an ELSA trained member of staff
* We have a Theraplay trained member of staff
* We use the My Happy Mind programme weekly across the whole school to ensure children understand their feelings, emotions and behaviours. This also ensures that our children learn to breath and relax appropriately to help maintain a happy mind.

**Question 14**

**What are our areas of expertise in supporting children with SEND?**

* All staff are trained to deliver quality first teaching to all pupils including those with SEND.
* All staff adapt and differentiate lessons to suit the needs of all children including those with SEND and use individual support plans where necessary
* Teaching assistants are well trained to support children with SEND in a classroom, in small groups and in a 1:1 situation. They have received training on specific interventions to support children with literacy and numeracy difficulties.
* Mrs Louise Mills regularly attends SENDco cluster meetings and training to keep abreast of current thinking in SEND.
* Recent Staff training for SEND including Dyslexia, breaking barriers to learning, maintaining a positive approach at all times and maximising learning through a well-developed classroom environment.
* We review cases as they arise ensuring the best possible support for all of our children and families and we will do our upmost to ensure training is available where necessary.

**Question 15**

**How do we deal with complaints from parents of children with SEND about the provision we offer?**

At Kingsley we are continually monitoring and adapting our practices with regard to the provision we offer to the children with SEND.

If you have a concern, we would ask that you first approach your child’s class teacher. If the class teacher is unable to resolve the issue, you can arrange a meeting with our SENDco and/or Head Teacher. We will try to work alongside you to resolve any issues with the best interests of your child at heart. Please refer to our Complaints Policy for further information.