

Culverstone Green Primary School Special Educational Needs Information Report 2017-18



This report should be read in conjunction with the Special Educational Need and Disability Policy.

At Culverstone Green, we want to give every child a positive experience at school, so that they remember their school years with great pride and pleasure.

We value all children equally and we work hard to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Every child is encouraged to develop his/her best – intellectually, emotionally, physically and socially. We have a responsibility to enable all children to have equal access to the whole curriculum, and to play as full a part as possible in all aspects of school life. All children are entitled to experience success.

What is the Local Offer?

The new Children and Families Bill came into force in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about all services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to provide choice and transparency for families. It is also an important resource for parents/carers in understanding the range of services and provision available for them in the local area. You can access the Kent Local Offer at:

www.kent.gov/education_and_children/special-educational-needs/about-the-local-offer

The school SEN Information Report

This report outlines how the needs of SEN pupils are met, as determined by school policy, and the range of provision we offer.

What is the definition of SEN?

The SEND Code of Practice: for 0 to 25 years (DfE, 2014) defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

My child has Special Educational Needs. What can Culverstone Green Primary School offer me?

At Culverstone Green Primary School, we embrace the fact that every child is an individual, and therefore the educational needs of every child are different. This difficulty or disability may relate to:

- Communication and interaction
- Cognition and learning

- Social, emotional & mental health difficulties
- Sensory or physical conditions

Including, more specifically:

Speech and Language Delay
 Social Communication Difficulties
 Anxiety/Low Self Esteem
 Autism Spectrum Disorder (ASD)
 Fetal Alcohol Spectrum Disorder (FASD)
 Attention Deficit Hyperactivity Disorder (ADHD)
 Attention Deficit Disorder (ADD)
 General Learning Difficulties (GLD)
 Sensory Processing Difficulties
 Dyslexia
 Dyspraxia

On the following pages you will find detailed answers to the questions below. This will give you more information about the Local Offer from our school, and how we can support your child.

1. Who are the best people to speak to about my child’s Special Educational Needs?
2. What types of SEN support are available for my child at Culverstone Green Primary School?
3. What should I do if I am concerned about my child’s progress at school?
4. How will the school let me know if they have any concerns about my child’s learning or progress at school?
5. How is extra support allocated to children with SEN?
6. Who provides support for children with SEN in school?
7. How are the teachers in school supported in helping children with SEN, and what training do they have?
8. How will class teaching be adapted for my child with SEN?
9. How will the school measure the progress of my child in school?
10. What support is available for me as a parent of a child with special needs?
11. How is Culverstone Green Primary School accessible to children with special educational needs or disabilities?
12. How will my child’s special needs be supported when joining or leaving the school, and when moving from one year group to another?
13. How will my child’s social and emotional development be supported?

1) Who are the best people to speak to about my child's special Educational Need?

The class teacher:

He/she is responsible for:

- Checking the progress your child is making, and identifying, planning and delivering any extra help he/she needs. This could be support from a Teaching Assistant, or additional group/individual support from the teacher in class.
- Pupil Progress targets, Provision Maps and Pupil Plans and sharing these with parents.
- Delivering quality first teaching personalised for your child.
- Ensuring that the school’s Special Educational Needs and Disability Policy is followed in their classroom and for all pupils they teach who have SEN.

It is likely that the class teacher will have discussed their or your concerns with the school's Inclusion Manager who co-ordinates all aspects of the school's work relating to special educational needs, additional needs or disability. Sometimes the Inclusion Manager is known as the SENCo (Special needs Co-ordinator).

The Inclusion Manager:

Mrs Smith is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support throughout the school for children with special educational needs or disabilities, including budgeting for this provision.
- Ensuring that you are informed about, and involved in, supporting your child's learning and progress.
- Liaising with all the other people who may come into school to help your child, e.g. Speech Therapists, Educational Psychologist, Specialist Teachers.
- Updating the school's SEN Register (a record of all the children in school with special educational needs) and making sure accurate records are kept.
- Providing support and guidance for teachers and support staff in the school so they can help every child in school to make the best progress possible.

Justine Smith and can be contacted via phone or email:

01732 822568

justine.smith@cgps.kent.sch.uk

The Head Teacher:

Mrs Doughty is responsible for:

- The day-to day management of all aspects of the school; this includes the support for children with special educational needs or disabilities.
- The Head Teacher must ensure that the school's Governing Body is kept informed and up to date about issues relating to SEND, how budgets are allocated and the types of support that are being offered.

The SEN Governor:

Gail Cox is responsible for:

- Making sure the necessary support is provided for any child with special educational needs who attends our school.

The school telephone number is 01732 822568, should you wish to contact a staff member or a governor.

2) What types of SEN support are available for my child at Culverstone Green Primary School?

Class Teacher Support, through High Quality Provision

For your child, this would mean:

- That the teacher is aware of every child's specific and individual needs.
- That the teacher has the highest possible expectations for all pupils in the class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different teaching styles and strategies are in place so that your child is fully involved and engaged in learning in class.
- That specific teaching or learning approaches are in place to support your child (these may have been suggested by the Inclusion Manager).
- That the class teacher has carefully checked and monitored your child's progress and has decided that your child has a gap/gaps in their learning or understanding, and needs some extra help to make good progress.

Specific Group Intervention:

Most pupils are able to make good progress through high quality teaching in class. Some children will require additional help with their learning. This support may be carried out in the classroom as part of the timetabled day, or in an additional classroom or teaching area in the school. It may be taught by the class teacher, by an additional teacher in the school, or by a Teaching Assistant (TA). Some examples of this type of support in our school are 1:1 or small group tuition in phonics, speech intervention programmes, Lego therapy, group support

for Maths and Writing, nurture group support.

Specialist support provided in school by outside agencies, e.g. Speech and Language therapy:

This means a pupil has been identified by the SENCo/Inclusion Manager/Class teacher as needing some extra specialist support in school from a professional outside the school.

You may be asked to give your permission for the school to refer your child to a specialist professional if it is felt that professional support is needed. This will help the school and you to better understand your child's particular needs, and will allow the professional to recommend strategies or resources to support your child in school.

The specialist professional will work with your child to understand their needs, and will make recommendations about how these needs should be met. For example, a speech therapist will assess a child's speech and may then draw up a programme of support which focuses on specific sounds. Teachers/TAs will then deliver this programme in school as instructed, and the therapist will review the support after a certain amount of time.

Some of the professionals who work regularly with children in our school are:

- Speech and Language Therapists (SALT)
- Local Inclusion Forum Team specialist teachers e.g. Cognition and learning
- Educational Psychology Service
- Occupational Therapy and Physiotherapy
- Child & Adolescent Mental Health Service (CAMHS)

We have free membership of the Local Inclusion Forum Team for access to specialist teaching and learning service.

Education, Health and Care Plan (EHCP) – formerly known as a Statement of SEN:

The majority of children with SEN will have their needs met through quality first teaching, intervention support or involvement from specialist professionals. There are some cases where the support the child needs cannot reasonably be provided from the resources normally available to a mainstream school. In such cases, the Local Authority may carry out an assessment of education, health and care needs, and prepare an EHCP. The EHCP is replacing the Statement, and is based on a thorough planning approach which has the child and family at the centre of all decision making.

The EHCP process:

- An EHCP needs assessment by the Local Authority, can be requested by the school or by you.
- A panel of professionals from the Local Authority SEN team will decide whether your child's needs seem complex enough to require a statutory assessment. They will take into account the views, wishes and feelings of you and your child, as well as evidence of progress in school and the impact of any support already in place.
- If the LA decides to conduct an assessment, it must ensure that you are fully included from the start. They will ask you, the school, and any other professionals involved with your child to complete a report outlining your child's needs.
- Once the reports are all in, the panel will decide whether an EHCP is needed, or whether support can continue at the current level in school.

The plan will outline the number of hours of 1:1/small group support your child will receive; this additional support might be needed in class or out of class.

The whole EHCP process, from the point the assessment was requested to the final EHC plan being issued, must take no more than 20 weeks (there are some exceptional circumstances).

3) What should I do if I am concerned about my child's progress at school?

If you are concerned about how your child is getting on at school, your first point of contact is the class teacher. If you continue to be concerned that your child is not making progress, or has needs that are not being supported, you should then speak to the Inclusion Manager.

4) How will the school let me know if they have any concerns about my child's learning or progress at school?

At school, we monitor and track the progress of all pupils, and assess them at various intervals throughout the school year. If your child is not making expected progress at school, or if we have any concerns we have about your child's learning or behaviour at school, we will set up a meeting to discuss this with you in more detail. This might be with the class teacher, the Inclusion Manager, or both.

At this meeting, we will listen to any concerns you have and share our concerns with you. We will plan any additional support your child may need, and we will discuss with you any referrals we would like to make to outside professionals who will be able to support your child.

5) How is extra support allocated to children with SEN?

The school budget includes some money to be used specifically for supporting children on the SEN register.

The Head Teacher decides how this resource will be used on the basis of the needs in the school. The Head Teacher and the Inclusion Manager will discuss SEND needs in the school, including the children receiving support already, the children who need extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what support and resources are needed.

SEN support is recorded on a school Provision Map. This identifies all support given within school from Foundation Stage to Year Six. It is reviewed regularly and changes made as needed.

6) Who provides support for children with SEN in school?

School Provision

- Class teachers working with individuals/small groups during lessons.
- Inclusion Manager working with individuals/small groups outside the classroom.
- Teaching Assistants supporting individuals and groups out of class usually on specific programmes.
- Teaching Assistants supporting 1:1 with emotional and social needs or in small groups during nurture group in lunchtime sessions.
- Teaching Assistants delivering Read Write Inc. phonics support in the form of small group or 1:1 tuition.
- Bought in professional services to support children with specific needs. Currently we purchase the support of a speech therapist and have a full time Play Therapist/Learning Mentor.

Local Authority Provision

- Educational Psychology Service
- Parent Partnership Service
- Speech & Language Therapy
- Visual/Hearing Impairment Advisory Teachers

Health Provision

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

7) How are the teachers in school supported in helping children with SEN, and what training do they have?

All teachers in our school are qualified teachers.

The Inclusion Manager ensures that the class teacher has the support they need to plan for children with SEND in their class.

The school provides development opportunities for training and support for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues (delivered by Inclusion Manager or visiting professionals) such as Autism Spectrum Disorder and speech and language difficulties. The Inclusion Manager is able to offer or organise staff training in an area of SEND to enable the staff to extend their knowledge and have access to the latest information. Training providers we can approach are: Ifield School, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physio-therapists and dyslexia specialists.

There is an extensive library of practical resources for class teachers to use in their classes, as well as guides, DVDs and information books for all areas of SEND in schools.

The Inclusion Manager attends training courses and conferences run by outside agencies to keep an up to date working knowledge of SEND and to enable information to be delivered in training to the rest of the staff.

8) How will class teaching be adapted for my child with SEND?

- Class teachers plan their lessons and activities according to the specific needs and abilities of the children in their class. They will ensure your child's individual needs are met, and every child can achieve their best.
- Lessons are structured to allow plenty of opportunities for support from the teacher, and for independent learning. Most lessons are differentiated for at least three different levels of ability. Where needed, work is differentiated for individual children to support or challenge them.
- Teaching Assistants work under the direction of the class teacher, and can adapt planning and resources to support your child's needs where necessary. Each class currently has a teaching assistant for support.
- Specific resources and teaching and learning strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, daily if required, to meet your child's learning needs.

The school has a team of Teaching Assistants who have received additional training to support a wide variety of needs. These assistants work under the direction of the class teacher and Inclusion Manager for specific intervention programmes.

9) How will the school measure the progress of my child in school?

Every child's progress is continually monitored by his/her class teacher. This progress will be formally reviewed

with the Head Teacher and Inclusion Manager three times a year in reading, writing and maths.

Provision will be put into place for those children whose progress is a concern, and these will be monitored by class teacher and the Inclusion Manager. At the end of each Key Stage, all children are required to be formally assessed using SATs. This is something the government requires all schools to do, and these results are published nationally.

Children with SEND will have specific targets linked to their areas of need, and their work and progress will also be carefully monitored. The progress of children with an EHCP (or Statement of SEN) will be formally reviewed at an Annual Review with all adults involved in the child's education.

The Inclusion Manager has a programme of monitoring across the school, and these activities will be carried out by her and by the Senior Leadership Team to ensure that the needs of all children are met, and the quality of teaching and learning is high. The monitoring plan will include Pupil Progress meetings, book and planning scrutinies, data analysis, learning walks, lesson observations, target reviews and opportunities to speak to the children about their targets and the support they receive.

10) What support is available for me as a parent of a child with special needs?

The class teacher will be regularly available to discuss your child's progress or any other concerns you have, and to share information about what is working well at home and at school. You know your child best, and we value your involvement with strategies at home. As well as contact with us at school, there is other support available for you, if needed:

- Information Advice and Support Kent (IASK) provides impartial advice, support and information for parents and carers with children/young people who have special needs. They have a confidential helpline, and can support with home visits, attending meetings, guiding you through SEN processes and filling in paperwork. The telephone number 03000 413000
- There are many groups and support sessions to support parents of children with a range of different needs, for example: Family Support Outreach Workers can visit and support you at home. There are also social groups e.g. baby and toddler sessions, and classes to help with parenting, managing behaviour etc.

11) How is Culverstone Green Primary School accessible to children with special educational needs or disabilities?

The school follows all guidelines and legal requirements set out in the DDA (Disability Discrimination Act), 1995.

In this document, a disability is defined as follows:

'A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.'

In our school, there is access for physical disabilities, and our building is adapted as and when it is needed in order to meet the needs of our pupils and staff. We currently have additional facilities in place in some parts of the school to support pupils with specific needs.

12) How will my child's special needs be supported when joining/leaving the school, and when moving from one year group to another?

We understand that transitions can be difficult for a child with SEND, and we take steps to ensure that any

transition is as smooth as possible. We have a range of transition programmes and support in school, depending on the age of the child and their specific needs.

If your child is joining us from another school:

The Inclusion Manager will liaise with the other school to ensure that all information is shared, and any current provision which is successful can be replicated as much as possible. Your child will be able to visit our school and stay for a taster session, if this is appropriate. Children coming from nurseries attend story sessions and a transition meeting will be arranged in school.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible.

When moving year groups 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. SEND paperwork and reports from outside agencies will be shared and passed on. Transition plans are created for those children who require additional support with moving on. They work through a 3–4 week plan in the summer term with a Teaching Assistant to make sure they are fully prepared for the move.

In Year 6:

The Inclusion Manager will discuss the specific needs of your child with the SENCo of the child's secondary school. In some cases, a transition meeting (to which you will be invited) will take place with the SENCo from the new school. Your child will participate in a detailed transition programme relating to various aspects of transition, to support their understanding of the changes ahead. This is a thorough plan which is tailored to the individual needs of the child, and will typically include several visits, meetings with key people and opportunities for taking photographs, talking to teachers and pupils at the new school.

13) How will my child's social and emotional development be supported?

At Culverstone Green Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, and indirectly with every conversation adults have with pupils throughout the day.

All classes follow the PSHE curriculum, which is woven through teaching of each year group's themes across the year. There are regular opportunities for circle time and class assemblies, and children are encouraged to take on special roles in school to support their peers, e.g. school council representatives. We maintain strong links with the community, which helps children understand respect and citizenship, and encourages them to take care of their environment. For some pupils with the most need for help in this area we can provide the following: play therapy, Lego intervention.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond those required by pupils who do not need this support. We have SEN teaching assistants, who can offer timetabled support, and 'time out' support on an as-and-when basis, for those children who need help managing feelings and with social skills. We also have lunchtime nurture provision which is run by our Learning Mentor and a Teaching Assistant. This is a structured nurture group which supports the needs of a small group of children.

Lunchtime and break time support is available. At lunchtimes there are different zones on the playground, all staffed individually, with an option of the nurture club for children who find the playground an area of difficulty.

Who can I contact if I have a complaint about the SEN provision made for my child?

Initially we would ask you to speak with your child's teacher or the Inclusion Manager. If there are still concerns, speak to the Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body. The school's Complaints Policy can be found on the school website.

We hope you have found this information useful. We hope you will feel that you can come into school to discuss any need you feel your child may have so that we can provide them with the best support available.