



Kew Woods Primary School



SEND School Offer

(reviewed October 2015)

School Offer

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

- a) have a significant greater difficulty in learning than the majority of others of the same age
- b) 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

A child under compulsory school age has SEN if they fall into a) or b) above or would do so if special educational provision was made for them'. *Code of Practice May 2014.*

Kew Woods Primary School is an inclusive school who ensures that all children are able to make progress and reach their full potential by adopting a 'Graduated Response' to support pupils with Special Education Needs and Disabilities and work with pupils, parents and external agencies with specific expertise in order to meet the needs of individual children. The 'Graduated Response' consists of:

Step 1 – 'Quality First Teaching' within the whole class environment.

Step 2- 'Additional Response' – a added intervention, resource or adult support targeting a specific area of learning which requires short term support.

Step 3- 'SEND Support'- The pupil is placed on the SEND Register as targeted intervention or support from external agencies is required over a longer period of time.

Step 4- An Education and Health Care Plan is applied and alternative school provision may be considered most suitable in meeting the pupil's needs.

As part of 'The Graduated Response' the school follows the structure of :

1. **Assess** (pupil progress and attainment)
2. **Plan** (pupil target setting)
3. **Do** (pupil completed relevant additional intervention)
4. **Review** (reassessment to monitor progress and impact of intervention)

Who are the best people to talk to in school about my child's additional needs?

Class teacher – You should speak to the class teacher first if you have any concerns about your child's progress. You may then be directed to the SENCO. The class teacher is responsible for adapting the curriculum to meet the needs of all pupils, planning and delivering additional interventions and applying the school SEND policy.

Special Educational Needs Co-coordinator (SENCO Miss K.Banks) – You will be referred to the school SENCO by the child's class teacher for additional support and advice where required. The SENCO will: coordinate provision for children with SEND, liaise with a range of external

agencies to provide suitable support for children with SEND, facilitate training for staff, monitor progress of children with SEND to ensure the effectiveness of additional provision, coordinate the use of 'pupil profiles' for individual target setting for children with SEND.

Headteacher (Ms C.Jackson) – The headteacher is responsible for the day to day management and running of the school, including provision for all pupils in the school.

School Nurse (Diane Chapman) – You may wish to contact the school nurse who is available to provide advice and signpost to other services. The school nurse will also provide medical training for staff for children with specific medical needs or general medical training.

SEND Governor (Mrs L Martin) – The school SEND governor is responsible for the evaluation of SEND provision as well as developing quality of provision alongside the school SENCO for all pupils with SEND across the school.

[How does the school identify that a child may have a special educational need?](#)

The identification of children with SEND is built into the school's overall approach to monitoring progress and attainment. Termly 'Pupil Progress Meetings' are held between the head teacher, assessment leader and class teachers to monitor the progress of all pupils. At this point pupils who's attainment is not reaching age expectations or pupils who's progress is slower than expected are brought to the attention of the SENCO. The SENCO supports the class teacher in deciding which intervention/resource/external agency would be suitable in supporting the child to make greater progress. This support may be on either a short term (additional response) or longer term (SEND support) basis. The progress of children with SEND is monitored termly by the SENCO and the 'Graduated Response' is followed to escalate or reduce the amount of additional support required as appropriate.

The school recognises that not all special educational needs can be monitored or identified through academic progress(for example social skills difficulties, processing difficulties, speech difficulties) and therefore class teachers use a 'Pupil Referral Form' to provide information to the school SENCO about what 'quality first teaching' and 'additional response' approached have been used to support the pupil in class and the school SENCO can provide advice or refer to external agencies for further support in these areas.

Quality First Teaching Provided to All Pupils

Kew Woods Primary School makes reasonable adjustment to the classroom environment and adapts the curriculum to meet the needs of all pupils in the school. It is expected that through 'quality first teaching' most pupils will make good progress and reach their age appropriate milestones. However, for some pupils, further support may be required in the form of 'additional response', 'SEND Support' or 'Education and Health Care Plan'.

Quality First Teaching is monitored by the Senior Leadership Team through the use of regular class room observations. Resources for adjusting the classroom environment are purchased by the school SENCO.

What adaptations are made to the curriculum and learning environment to ensure that all pupils can access learning?

To ensure that 'Quality First Teaching' is taking place and that learning is inclusive all classroom will have:

- Differentiated planning so learning is accessible for all pupils.
- Visual supports- timetables, enlarged print where needed and visual prompts.
- An organisation which allows access for individual work spaces, movement for children with physical disabilities and children with visual or hearing impairments.
 - Resources for sensory adjustments – coloured overlays,
 - Use of learning tools – word banks, number squares, numicon etc.
- Focussed guided group work opportunities with the class teacher and additional adults.
 - Opportunities planned to work with a talk partner.
 - Providing intimate care

How will teaching styles be adapted to support a child with SEND?

To ensure that 'Quality First Teaching' is taking place the teacher will adapt the teaching styles by:

- Planning lessons which include three learning styles: auditory, kinaesthetic and visual.
 - Modelled expected behaviours and demonstrations
 - The use of clear unambiguous language and instructions.
- Opportunities to work independently or as part of a pair or small group.
 - Use of praise for motivation
- Pupils are encouraged to demonstrate knowledge and understanding in a variety of ways- not always written. Eg. Story boarding, mind mapping
- Assessment for learning made clear – pupils aware of what the next steps are in order to make progress.
 - Use of clear and consistent rewards and sanctions.
- Additional time provided for pupils to process language and instructions, where appropriate.
 - Repetition of key skills to reinforce key learning points.
 - Facilitating time out.

SEND Support

At Kew Woods Primary School children who require SEND Support will be placed on the school SEND Register and the following criteria will be used to assess their areas of need (more than one may apply to a pupil):

- Learning difficulties
- Sensory and/or physical needs
- Language and communication
- Pupils with social, mental health and/or emotional needs.

Kew Woods has resources and links to other professional agencies which allow us to support pupils with additional needs in these four areas.

Where appropriate children will be invited to attend intervention before the school day begins. These are of an English and mathematics focus and are usually for children whose area of SEND is 'learning difficulties'. Read, Write Inc is a synthetic, structured phonics programme which aids the understanding of phonics and its application to reading and writing. 1st Class at Number is a number based mathematics intervention with a focus on place value, properties of number and calculation.

The effectiveness and quality of the interventions used in school are monitored by the SENCO using standardised testing before and after the intervention or at regular intervals if the intervention is longer term. In some cases this may not be possible – for example if the child's intervention supports a social, mental health or emotional need it may not be possible to measure this progress in a quantitative manner.

How will pupils' individual targets be recorded and monitored?

Children who receive SEND support will be listed on the school SEND Register. These children will have a 'Pupil Profile' which is a document which follows them throughout their time at school and which monitors their individual targets specific to their areas of need. Parents of children receiving SEND support will be invited to meet with class teachers at the start of a school year to set targets for their child. These targets will be recorded on the 'Pupil Profile' along with how this target will be achieved in school. The targets will be reviewed termly with parents in the form of Parents Meetings and meetings with the school SENCO. Once a child achieves their individual targets a new target will be set. If a child moves into the SEND Register midway through their school time or they leave the school SEND Register then this will be noted on the 'Pupil Profile'

What interventions will my child receive for their learning needs?

Kew Woods has a wide range of interventions in school in order to suit the individual needs of each child including the consideration of their learning style and whether they make greater progress on a 1:1 basis or in a small group. Below is an outline of some of the interventions which are used to support children receiving 'SEND Support'.

- Learning difficulties – Read, Write Inc, 1st class at number, active literacy, beat dyslexia, Workshark, Numbershark, Oxford Reading Tree book bands. Project X Books, booster groups which are objective led,
- Sensory and/or physical needs – The Listening Programme, HELP1 and HELP2, Teoderescu Handwriting, MSL Handwriting Scheme, OT Programmes specific to child's assessment including fine and gross motor activities, sensory resources for time out (pop up tent/materials box/chewlry/science putty)

- Language and communication – the listening programme, HELP 1 and HELP2, Auditory Processing Intervention, PECS, Vocabulary Retrieval Programme, Lego Therapy, Speech and Language Programme specific to child’s assessment.
- Pupils with social, mental health and/or emotional needs – Becoming Socially Talented, Good to Be Me, Anger Management.

What external agencies or services are available to support pupils?

Children receiving SEND support are likely to require additional support from external services. Some children may receive support from more than one service and referrals to these services can be made by the school SENCO or by the child’s GP. Class teachers or parent’s will inform the SENCO if they feel a child requires a referral to a service or the SENCO may approach a parent about a referral if the child’s progress has been raised at a Pupil Progress Meeting. Where several services are working with one child then a Common Assessment Framework (CAF) may be used as a means for all parties to communicate on a regular basis. Where a CAF is not appropriate then multi-agency meetings may be arranged by the SENCO, one of the service or the parent of a child. An outline of services which are available to children in Sefton can be found at

<http://www.seftondirectory.com/kb5/sefton/directory/home.page>

Some of the services which school work with regularly to support children include:

- Speech and Language Therapy
 - Occupational Therapy
- Children and Adolescent Mental Health Service (CAMHS)
 - Educational Psychology
- Sefton Special Educational Needs and Inclusion Service (SSENIS)
 - Physiotherapy
- Paediatric Services – including community paediatrician
 - Sefton CAF Team
 - School Nurse

How will exams be made accessible to pupils?

Pupils who require access arrangement for assessments during school years Reception – Y5 need not apply for this. Staff and parents may use their knowledge and understanding of the pupil and their individual needs to ensure that the assessment is made accessible.

Pupils entered to sit the Key Stage 2 SATs tests (Y6) require application to receive access arrangements. These applications are made by the SENCO in consultation with class teacher. Access arrangements may include:

- Additional time
- The use a reader (not reading tests)
 - The use of a prompter
 - The use of a scribe
 - The use of rest breaks
- The use of a transcript (for partially illegible work)
- Sitting the test alone (e.g away from the rest of the class)

How are pupils and families of pupils with social and emotional needs supported?

Kew Woods has formed links with the local Children’s Centre to support families in developing skills to work with pupils with social and emotional needs. Parent’s are able to

access training programmes including: supporting pupils with behavioural needs, sensory processing needs and ADHD.

Where the family requires support for further agencies a Common Assessment Framework is offered to allow for regular communication and target setting for both pupils and families.

Tracking Progress

Kew Woods Primary School tracks the progress of all pupils at termly Pupil Progress Meetings. Targets are set for every child based upon their previous attainment and progress. Any child who does not meet these targets is identified and interventions are put in place in areas where further support is needed.

The monitoring of children receiving SEND Support is evaluated and measured through quantitative data and progress towards their individual targets set on their Pupil Profile. The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment, for example, social interaction, and therefore B Squared Assessment is used as a tool for additional monitoring where required.

Pupils accessing intervention programmes will be assessed by the use of standardised tests or assessments specific to the intervention before and after the intervention to track the impact of the intervention and the progress the child has made. The SENCO collects this assessment information and uses to monitor any future provision which is needed for individual children.

How will the school let me know if they have concerns about pupil progress?

If the school feel a child is not making expected progress they will contact the parents to discuss moving the child to 'SEND Support'. The class teacher will discuss progress and attainment at parents evening and if further intervention is required this will be discussed with the SENCO. Letters inviting pupils to attend additional morning interventions may be sent to pupils receiving 'SEND Support' as well as those receiving 'additional response' support.

How will school communicate progress with parents?

- Some children with SEND will be issued with home/school diaries to be used as a means for regular communication.
 - Parents will be invited to two Parents Meetings annually.
 - Parents will be invited to a meeting with the school SENCO annually.
- Parents will be invited to meet with class teachers in September to set targets for 'Pupil Profiles' and collaborate for provision for the year ahead.
- Annual reviews will be completed for children who have an Educational Health Care Plan.
- Parents of children with SEND may be invited to attend meetings with school and other services where appropriate for the child's development.
- Parents may request meetings with class teachers and the school SENCO where they feel this is needed.

How are targets for individual pupil with SEND identified and set?

Targets for pupils receiving SEND Support are set at the start of each new year. Parents will be invited to work along side the class teacher to identify individual targets to be set

with relevant and purposeful interventions put in place to work towards achieving these targets. The children will also be asked to comment on their targets and make suggestions where appropriate. These targets will be monitored termly by the class teacher and SENCO and amendments may be made where appropriate. Some targets may remain for longer than one term.

How are pupils involved in target setting?

Pupil opinion is considered a valuable part of target setting at Kew Woods. Where appropriate, class teachers work collaboratively with pupils to target set. Pupil (particularly those in Key Stage 2) are able to describe what they feel they would like to work towards and comment on their successes working towards these targets. Where appropriate, pupils with an Education and Health Care Plan are invited to attend review meetings or write/draw their feelings towards school and their progress.

Transitions

At Kew Woods we recognise that children and young people with SEND can become particularly anxious about 'moving on' so we seek to support a successful transition as pupils enter and leave the school as well as when moving between year groups and key stages.

How will the school support pupils as they enter school?

All pupils who enter school at Reception will follow a transition plan which includes a visit from teaching staff to nurseries or home and opportunities to visit the school and meet their new teacher for planned sessions. Children entering school who have a special educational need are likely to require an enhanced transition. This may involve some of all of the following:

- Additional visits to home or nursery setting by class teacher, support staff and/or SENCO.
- Meetings – with parents, school staff, nursery staff, external services working with child.
- A planned phased entry into school e.g. shorter visits progressing to the full school day.
- Additional visits for the child to school- this may involve both in and outside of the working school day.

Some children may enter the school nursery with an identified special educational need or disability. In this instance the same transition support outlined above for Reception entry would apply.

How will the school support pupils as they leave school?

For all pupils at Kew Woods the Year 6 class teachers will attend a transition meeting with representatives from local secondary schools. At this time children with special educational needs are identified and the following procedures are then followed.

- The primary SENCO and secondary SENCO arrange a second transition meeting to discuss children receiving SEND support. Children who require application for continued High Needs Funding will be discussed and this process begun at this time. This is an information sharing meeting.
- Parents of children may be invited to meet key members of staff from the secondary school in either the primary or secondary setting. These meetings may also involve advice from services involved with the child. This is an opportunity for parents to raise any new information or concerns.
- Children will be invited to attend a 'transition day' at the local secondary school. Additional transition visits may be arranged for children with special education needs or disabilities.
- The secondary school may find it appropriate to assign the child with a 'mentor' or 'buddy' for their smooth entry into school.

How will the school support pupils as they move between classes at the school?

Every pupil at Kew Woods will attend a 'transition day' where they will meet their new teacher and support staff in their new classroom. They will have the opportunity to ask

questions and raise any concerns. In addition to this children with special educational needs will benefit from the following procedures in place:

- The SENCO will collate information about pupils to hand to the next teacher. This will involve any Health Care Plans for medical needs, the sharing of 'Pupil Profiles' and the passing on the class 'Blue Box' which contains reports, recommendations and letters from agencies involved with the child.
- The SENCO provides staff with an 'enhanced transition booklet' which can be used with a child with special educational needs to prepare them in greater detail for the changes in their new year group.
- The SENCO will provide each class teacher with a 'Provision Map' which outlines the needs of all the pupils in their new classes. This contains information about medical needs, pupils with English as an additional language, pupils with speech and language needs, pupils with social and emotional needs and pupils who are underperforming academically.

Building Capacity

Kew woods are aware of the importance of access to staff and services with expertise to help support pupils with special educational needs. 'Continued Professional Development' (CPD) for SEND is planned by the Senior Leadership Team and SENCO as part of the 'School Improvement Plan' in order for all staff to support all pupils in school. However, where pupils enter school or develop special educational needs which require immediate training (e.g training on medical needs) this CPD will be added as a priority. Welfare staff are also encouraged to attend this training.

Classroom teachers are empowered through the CPD to ensure they have the skills to meet the 'graduated response' demands and to ensure that teaching assistants are deployed well to support this approach.

Staff are encouraged to visit other schools with good practice, both mainstream and with specialist provision, to share ideas and apply expert knowledge to their own classroom setting. Staff meet with representatives from services to gain insight and put in place recommendations effectively.

New SENCO's must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

How do I know that the school has appropriate expertise and knowledge to meet pupils' needs?

- Whole staff training of specific areas of special educational needs e.g. Autistic spectrum conditions, ADHD, epilepsy etc.
- Training for designated staff working closely with children with specific needs e.g. diabetes, fragile x syndrome etc.
- Training for staff delivering intervention programmes to ensure effectiveness of delivery and successful monitoring and communication with class teachers.

Equal Opportunities

Kew Woods ensures that children with SEND engage in school activities alongside pupils without SEN. Further details of how this is achieved can be found in the school's Inclusion Policy.

How are learning opportunities made accessible to children with SEN?

- Where children with SEND find it difficult to access or engage with the curriculum without adult support then additional funding can be applied for. This will be completed by the SENCO in collaboration with external services, class teachers, pupils and parents.
- The school building is made accessible through the use of ramps to two external doors as well as a lift between the ground and first floor. The newer parts of the school building have no step at doors to ensure accessibility to all areas of the school. A disabled toilet is accessible on the ground floor of the school.
- Access arrangements can be applied for by the SENCO for children with SEND to ensure they are not disadvantaged during tests.

Quality of Provision

The quality of teaching for pupils with SEN and the progress made by pupils is a core part of the school's professional development. Quality of teaching for all pupils is regularly reviewed through observations and planning monitoring to ensure that any child at risk of under achievement is identified. This ensures that all staff are maintaining the minimum quality first offer agreed.

Parent's views are sought through regular meetings to discuss targets with class teachers and SENCO. The provision that is in place for children can be discussed at these meetings or with class teachers or SENCO throughout the school year.

How is the effectiveness of the provision made for pupils monitored?

- Standardised testing is used twice a year to monitor the progress of all pupils in the school. This, as well as teacher assessment and pupil progress meetings, ensure that children who are at risk of under achievement are identified and provision put in place.
- Pupils accessing intervention programmes will be assessed by the use of standardised tests or assessments specific to the intervention before and after the intervention to track the impact of the intervention and the progress the child has made. The SENCO collects this assessment information and uses to monitor any future provision which is needed for individual children.

How is classroom quality first provision monitored?

Monitoring of Quality First Teaching is achieved through classroom observations, planning monitoring by the SENCO and termly meetings between SENCO and class teachers.

What should I do if I have a concern about the provision made for my child?

In the first instance please refer to the child's class teacher who may feel it appropriate to share information with the school SENCO (Miss K.Banks) or another member of the Senior Leadership Team. If you are unhappy about the steps being made to provide support for your child's additional needs then please refer to the school's 'Complaints Policy' for further information.

SEFTON'S OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL
NEEDS OR DISABILITIES CAN BE FOUND ON THE FOLLOWING WEB
LINK:

<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>