

Kingsbury Green Primary School

Special Educational Needs and Disabilities (SEND)

School Local Offer and SEN information report 2015 - 16

Introduction

All Brent Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs /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 being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- The Children and Families Bill was implemented in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs / Disabilities (SEND) aged 0-25 years. This is the 'Local Offer' and the Local Authority describes the provision for children with SEND in Brent Schools at: www.brent.gov.uk/localoffer In addition Kingsbury Green describes their own provision in the School SEND Information Report below.
- The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This refers to 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 make.

Your Child has Special Educational Needs or a Disability. What can we at Kingsbury Green Primary School offer you?

At Kingsbury Green Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities.

The 13 questions below are those typically asked by parents and carers of SEND profile pupils with our answers which we hope give more information about the Local Offer from Kingsbury Green Primary School and how we can support your child.

This school refers to any SEND pupil without a Statement or Education Health Care Plan as 'SEN Support' rather than previous terminology (School Action, School Action Plus, Early Years Action, Early Years Action Plus). All pupils under the category of 'SEN Support', in addition to pupils with Statements or Education Health Care Plans (EHCP) will be supported in a graduated approach to SEND provision.

The Local Offer from Kingsbury Green Primary School is subject to change depending on budgetary constraints and policy review.

At times the school may purchase additional support services from Health and the Local Authority. These are time limited resources and may not be available each academic year. Services to which we refer have variable waiting times and apply their own criteria for acceptance.

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 responsible for

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDco) know as necessary.

- Writing Pupil Progress targets/Individual Learning Plans, based on the smaller steps in learning, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work / programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Inclusion Manager: Ms Chris Bonner is responsible for:

- Over-seeing all resources / provision and outcomes for pupils, linked to Inclusion and SEND

The SENDco: Ms Joanne Millett is responsible for:

- Developing and reviewing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their need in school
- Co-ordinating all the support for children with SEND

Ensuring that you are

- i) involved in supporting your child's learning
- ii) kept informed about the support your child is getting
- iii) involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that informative 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.

The Head teacher: Mrs Laura Wynne is responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDco and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Ms Una McCall is responsible for:

Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 0208 204 6423

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

a) Class teacher input, via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean that:

- The teacher has the highest possible expectations for your child and all pupils in their class. □ 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 which may involve things like more practical learning.
- Specific strategies (which may be suggested by the SENDco or outside staff) are in place to support your child to learn.
- 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.

All children in school should be receiving this when needed as part of excellent classroom practice.

Specific group work within a smaller group of children

This group, often called 'Intervention groups' by schools may be

- Run in the classroom or a group room.
- Run by a teacher or a Teaching Assistant or Higher Level Teaching Assistant (TA / HLTA) who has had training to run these groups
- Run by school counsellors (where the need maybe an emotional one)
- Run by our Senior Pastoral Support Officer

Pupils identified as **SEN Support** means they have been identified by the class teacher as needing some extra support in school. For your child this would mean he / she will engage in group sessions with specific targets to help him / her to make more progress.

b) Specialist groups run by or trained by outside agencies, e.g. Speech and Language therapy or Occupational therapy

This means a pupil has been identified by the SENDCO, class teacher or the parent** as requiring a specialist assessment of their needs, possibly leading to some additional support in school, provided by the specialist or an HLTA (Higher Level Teaching Assistant) who has been trained by the specialist. This training may be from:

- Local Authority central services, such as BOAT (Brent Outreach Autism Team), Behaviour Support Team or Sensory Service (for students with a hearing or visual need), Educational Psychology Service, SPLD or Complex Needs Consultants
- Health services such as Speech and Language Therapy Service, Occupational Therapy Service, Community Paediatrician, Brent CAMHs

For your child this would mean:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively 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.

- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

[** the school is allocated a finite number of assessment sessions annually by LA central services and operates a prioritised waiting list system]

c) 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 (pre Sept 2014) 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 which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the BOAT (Brent Outreach Autism Team), Brent Vision Impairment Service, Behaviour Support Team or Sensory Service (for students with a hearing or visual impairment)
Outside Health agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy Service, Occupational Health 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 at SEN Support provision.
- 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), which is now used instead of a Statement of Special Educational Needs (SEN). Children who already have a Statement of SEN are being transferred to EHCPs on a rolling timetable, implemented by the Local Authority. 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 EHCP will outline the number of hours of individual/small group support your child will receive from the Local Authority (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.

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs / Disabilities Co-ordinator (SENDco).
- The school SEND Governor can also be contacted for support.

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning.

5. How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Brent 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 getting extra support already, the children needing 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 resources/training and support is needed.
- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly. Changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

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

- Teachers responsible for teaching SEND groups / individuals on a part-time basis in our resource base for deaf children (Total Communication Base - TCB).
- Teaching Assistants and HLTAs, usually working outside the classroom for specific interventions, with either individual children or small groups.
- ICT support in the form of English and maths programmes is delivered by Teaching Assistants during specified ICT lessons and during small group or individual sessions, according to need. Currently these are Reading - Reading Eggs, Accelerated Reader, Spelling – Spellodrome and Mathematics - Mathletics
- Reading support from volunteers outside the school: Beanstalk Voluntary Reading Programme
- Senior Pastoral Support Officer offering support for children with behaviour, emotional and social development needs.
- One School Counsellor working part time in school to support pupils with their emotional and social needs
- Additional advice from Speech and Language Therapy service to provide more targeted provision in the school

Local Authority Provision delivered in school

- Brent Outreach Autism Service (BOAT)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Advice from LA Consultant for SPLD as budget/ need determines
- Advice from LA Consultant for pupils with Complex Needs as budget/ need determines

- Brent Inclusion Service – individual referrals for Social, Emotional and Mental Health Difficulties

Health Provision delivered in school

- Speech and Language Therapy

- School Nurse
- Occupational Therapy
- Physiotherapy

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

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support within existing resources to enable all staff to improve the teaching and learning of children, including those with SEND. This includes targeted training for individual teachers and support staff, on SEN issues such as Autism Spectrum Disorder (ASD), Speech and Language difficulties and Dyslexia

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.

- Support staff, under the direction of the class teacher or the SENDco, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Regular access to computers, i-pads, netbooks and supportive computer programs will be included in learning plans where appropriate
- Plans will also include more practical learning, extensive use of visual support, individual checklists, sand timers, writing frames and word banks high frequency word lists, easy grip writing tools, multi-sensory resources, table top resources to support mathematical learning as well as adjusting the task to better suit your child's needs, and adjusting the delivery of learning to support pupils with poor working memory and slow processing speeds

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

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Assistant or Deputy Heads and / SENDco every term in reading, writing and mathematics.
- If your child is in Year 1 or above, but is not yet working at National Curriculum bands, a more sensitive assessment tool can be used, which shows their attainment in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'
- 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 national / school results are published.
- The progress of children with a Statement of SEN / EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.
- Children who are following the advice of an external agency will be following an Individual Learning Plan (ILP) which incorporates targets relating to this advice in addition to national curriculum targets linked to the learning band they are working in. This (ILP) will be reviewed every term and the plan for the next term made. The advice of outside agencies, specific to your child's needs, will be included in the targets.
- The SENDco will also check that your child is making good progress within any individual work and in any group that they take part in linked to the National Curriculum band they are working in.
- Regular book scrutinies and lesson observations will be carried out by the SENDco and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

10 What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDco / Deputy Head teacher for Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- 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 progress targets / Individual Learning Plans/ Individual Behaviour Plans will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- 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.

11 How is Kingsbury Green Primary School accessible to children with SEND?

- The school is fully compliant with DDA/ Equalities Act requirements.
- The school is on a single level across the entire ground floor level with easy access and double doors and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- A Soundfield system is installed in all but one of the classrooms (Hearing Impaired children are not taught in this room) □ There are six disabled toilets, shower area and changing facilities.
- A mobile hoist and automated changing table are installed
- 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 children with SEND
- There is a lift to the first floor
- The school has been adapted for children with a Visual Impairment

12 How will we support your child when they are joining this school/ leaving this school or moving on to another class?

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDco will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDco 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 SENDco from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on then one will be made for them.

When moving classes 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. Individual Learning Plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.
- If your child has a Statement of SEN/EHCP and is supported by a Teaching Assistant, a full handover will be facilitated between the adults.

In Year 6:

- The SENDco will discuss the specific needs of your child with the SENDco of the secondary school. A transition review meeting will take place with the SENDco from the new school and in many cases you will be invited / involved
- Your child will participate in focused learning relating to 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.
- If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.

13 How will we support your child's behaviour and emotional and social development

The school consistently implements a systematic Motivation and Behaviour policy that supports a positive school experience for your child. At times, due to all sorts of reasons triggered by events at home or experiences in school, children can find it difficult to manage their behaviour, emotional or social development. Where this happens:

- The class teacher may speak with you in the first instance to establish any underlying causes:
- The SENDco or the Senior Pastoral Support Officer will arrange to talk with you about your child's needs and ways to help your child eg via an individual drop-in or regular access to our School Counsellor or Bereavement Counsellor or small group work on social skills, building self-esteem and developing confidence.

Where this is persistent and becomes a barrier to learning:

- A specific support strategy and risk assessment may be put in place for a limited time and within existing school resources, eg using a Key Worker approach. Close collaboration with parents is supported by a home / school link book. Parents are expected to support their children in being compliant with school behaviour and expectations (home- school agreement) and to support the school to manage or monitor behaviour
- Health, safety and pupil welfare is our primary concern in supporting pupils to achieve and comply with school rules and expectations. Where pupils are a danger to themselves or others the school may take measures to exclude or seek support from the Pre-Exclusion Service, the Behaviour Support Service, Educational Psychologist or CAMHs in order to guide us in further strategies that could be implemented.