

Newlands Primary School
Special Education Needs Information
2016 to 2017

Introduction

Newlands aims to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in our 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* came into force on the 1st 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 (SEN) aged 0-25. This is 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.

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

What can we do at Newlands if your child has Special Educational Needs.

At Newlands Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different. Please continue reading to see how we provide for children with SEN.

Who is responsible for meeting the needs of children with SEN ?

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 (SENCo) know as necessary.
- Writing Provision maps and sharing and reviewing these with parents at least once each term and planning for the next term.

- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo/Inclusion Manager is Mrs D Simmons and she is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you 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 in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this 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.

Contact via the school office 01843 593086

Or d.simmons@newlands-tkat.org

The Head teacher: Mr. Christian Markham 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 SENCo 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 is Patricia Childs and is responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school. School contact telephone number: 01843 593086

What are the different types of support available for children with SEN at Newlands

Class teacher input, via excellent targeted classroom teaching (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.
- That all teaching is built on what your child already knows, can do and can understand.
- That 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.
- That specific strategies (which may be suggested by the SENCo) 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.

Specific group work

Intervention which may be

Run in the classroom or a group room.

- Run by a teacher or a teaching assistant (TA).

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

SEN Code of Practice 2014: School Support (SS)

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. This may be from

- Local Authority central services, via the Local Inclusion Forum Team such as Specialist Teaching and Learning Support, Outreach Services, or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (KEPS).

What could happen:

- 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.

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 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 ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school as previously mentioned.

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 EHC Plan will outline the support and strategies recommended for your child along with long- and short-term targets and outcomes.

- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

What should I do if I have concerns about my child's progress?

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 (SENCo).
- The school SEN Governor can also be contacted for support.

What will happen if the school has concerns about my child's progress 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 need.
- Discuss with you any referrals to outside professionals to support your child.
- The school budget, received from Sunderland LA, includes money for supporting children with SEN.
- 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 SENCo discuss all the information they have about SEND in the school, including the children getting extra support already,

the children needing extra support,

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.

How are children supported and how is their progress monitored?

- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made

as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

School provision

- Teachers ensuring that learning for all pupils is based on their next steps and providing resources to support this.
- Teaching Assistants working within or outside of the classroom with either individual children or small groups for specific catch up interventions.
- ICT support in the form of access to alternative forms of recording and learning. We have banks of tablets and ipads and Chrome books.
- Teaching Assistants offering support for children with emotional and social development through our Wellbeing interventions.
- Speech and Language support delivered by our Speech and Language Therapist once a week who also supports and advises our SALT TA's.

What other people may be involved in helping my child if they have special educational needs ?

From the Local Authority

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- ITTACH

Health Provision

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

How are teachers supported to help children with SEN in their class?

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

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Foreland Inclusion Service, Specialist Teaching and Learning

How will the teaching be adapted for my child if they have Special Needs

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, 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.
 - Your child's progress will be continually monitored by his/her class teacher.
 - Every 6 weeks class teachers meet with the Headteacher and SENCO to discuss children's progress.
 - 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 are the results that are published nationally.
 - Where necessary, children will have a Provision Map which identifies specific targets and how children will be supported to meet their needs. Targets are aimed to accelerate progress and enable a child to reach their full potential age and close the attainment gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
 - The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
 - The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
 - Regular book scrutinies and lesson observations will be carried out by the SENCo 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.

How will I know how my child is doing?

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 Inclusion Manager/SENCo 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.
- Provision maps and targets 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.
 - the school is fully compliant with DDA requirements.
 - The school is a single level with easy access and double doors and ramps.
 - The front desk has a wheel-chair height section and is DDA compliant.
 - There is a disabled toilets and changing facilities.
 - 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 SEN.
 - Extra-curricular activities are accessible for children with SEN.

How will we support your child on joining, leaving or changes classes at Newlands?

We recognise 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 SENCo 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 understand 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 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.
- If your child would be helped by a book/passport to support them in understand 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. Provision Maps 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.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- 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.

How do we support your child's emotional and social development

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves

in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- An in-school nurture provision, run by a highly trained teaching assistant
 - Forestry School for children to learn how to co-operate with one another in a small group and be responsible for looking after a living environment.
 - Lunchtime and playtime support through planned activities and groups.
 - Counselling and Play therapy sessions.
 - School council providing opportunities for all children to express their views
- If your child still needs extra support, with your permission the SENCo will access further support.

Further information can be found at

Kent County Council

www.kent.gov.uk/education-and-children/special-educational-needs

Support for parents

Parent Partnership Service
Parent Partnership Service 2017 Tonbridge Primary School Website design by
www.parentpartnership.org.uk/find-your-pps

Telephone : 03000 41 3000. Monday to Friday, 9am - 5pm.

<mailto:kentparentpartnershipservice@kent.gov.uk>