



SEND (Special Educational Needs and Disability) Local Offer Kinnerley CE Primary School

What is the SEND Local Offer?

Since September 2014 all local authorities and schools have to set out a SEND Local Offer that explains what support and services are available for families and children who have Special Educational Needs or are disabled.

This is in line with the SEN Code of Practice which is statutory guidance from the Department for Education on how to carry out statutory duties to identify, assess and make provision for children and young people with special educational needs and disabilities (SEND).

Parents will be able to find information about these services and what support they can expect from a range of local agencies, including from the local authority, health services, schools and leisure services. The offer will include provision from birth to 25, across education, health and social care. Each local authority is required to produce their own Local Offer in accordance with the new code of practice. The Shropshire Local Offer can be found [here](#).

What is Special Educational Needs and Disability (SEND?)

A person has SEND if they have a learning difficulty or disability which means they have a significant greater difficulty in learning than the majority of others the same age.

Introduction / Overview

Kinnerley C.E. Primary School is a rural school with 60 pupils on roll (including part-time Nursery provision). There are currently 3 classes within our school: Nursery / Reception / Year 1, Year 2 / 3 and Year 4 / 5 / 6.

Our most recent SEN monitoring review carried out by the Shropshire Council highlighted that *“pupils with identified SEN make good progress during their time in the school.”*

Consulting with parents, carers and children

How we consult with parents and carers of children with Special Educational Needs

- Termly meetings with parents / carers are held to discuss pupil's progress towards their personal targets and to set new targets if appropriate. This is done as part of the termly pupil mentoring process for all pupils.

- Parents of EHCP children are invited to annual review meetings where their views are recorded and valued.
- Parents are encouraged to speak to staff about any concerns and staff inform parents quickly if they have concerns. Home-school link books are used with younger children.
- If outside professionals are involved, we arrange for them to meet parents in the school setting as required.

How we consult with pupils with Special Educational Needs

- Children are shown their new Pupil Profile targets each term and encouraged to comment on them and share their views.
- We have a school council through which pupils are encouraged to share their views.
- Good relationships across the school are developed with children and teaching and non-teaching staff. Children are encouraged to share their views and opinions in both formal and informal situations.

How we involve parents and carers in the assess and review process

- Parents are kept informed at every stage of the 'assess and review' process.
- We explain any concerns to parents and what action we would like to take.
- Outside agencies are used with permission from parents.
- Parents are invited to attend Pupil Profile reviews and annual reviews.
- Parents can approach class teachers and the SENCo at any time with any concerns.

How we involve our pupils with Special Educational Needs in the assess and review process

- Pupils are encouraged to be involved in the 'assess and review' process at an age appropriate level
- Targets are set for each child and reviewed with them regularly.
- Pupil Profiles are shared with pupils and their views recorded.
- EHCP children are involved in their annual review meetings.

Supporting SEND pupils

How we support our pupils at times of transition:

From pre-school to Reception:

- Nursery provision is on-site.
- New pupils have induction mornings where they can get to know the setting and the staff.
- New parents are invited to a meeting where they can ask any questions they may have.

From class to class within school:

- Children each have a taster day in their new class.

- Teachers meet and share important information about each child.
- Progress data is shared.
- Support staff have detailed discussions with class teachers
- Transition activities to familiarise children with new classrooms and routines.
- Teaching assistants provide pastoral care and communicate information to teachers.

Transfer to Secondary School:

- Children have at least one taster day at their chosen Secondary School (children moving on to secondary schools other than The Corbet are actively encouraged to attend all transition opportunities which are available).
- Year 6 children can attend a Science and also a Languages day at The Corbet secondary school.
- Sporting events held at The Corbet School support familiarisation.
- Year 7 co-ordinators from The Corbet visit Kinnerley School to answer any questions children may have.
- Year 7 co-ordinators from The Corbet meet with the Year 6 teacher for detailed discussions on each child.
- Secondary SENCos are invited to attend Year 6 EHCP pupils' annual review meetings.
- The Year 6 teacher or SENCo meets with the Secondary SENCos to share information regarding SEN pupils.
- Transition support at Kinnerley and / or receiving secondary with teaching assistants and colleagues from outside agencies.

How we support the emotional and social development of our pupils with Special Educational Needs?

- Lots of celebration of success through termly celebration assemblies, which parents and guardians are invited to, and the use of stickers, rewards, class rewards, etc.
- Close relationships are developed between pupils and staff so pupils can talk to adults if they have any worries.
- Circle time in classes.
- Anti-bullying policy.
- Friendship circles.

What other support is available for our pupils with Special Educational Needs?

- Class teacher / TA / SENCo support within school
- LSAT from Severdale Outreach Service
- Educational Psychologists
- SALT
- Occupational Therapist
- Compass
- CAMHs

- Other specialist agencies as required.

Evaluating our effectiveness

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process.

- Use of tracking data to monitor pupil progress regularly
- The SENCo monitors Pupil Profiles at least termly to ensure targets are appropriate.
- Parents have copies of the Pupils Profiles and are invited to attend any meetings with outside agencies regarding their child.
- The Governors Link officer meets with the SENCo each term
- Ofsted monitors pupils with SEND when they visit.
- The SENCo attends termly SEN updates to ensure provision is up to date.
- Teachers and teaching assistants regularly share pupil progress and the success of interventions in staff meetings and teaching assistant meetings.
- Teaching assistants feed back to teachers on a daily basis.

Access and activities for SEND pupils

How we ensure access to our facilities for all of our pupils

- Kinnerley has good access for all pupils. The building is all on one level with disabled access and toilet facilities.
- See Access Plan

How we adapt our curriculum and learning environment to include pupils with SEND

- Disabled access, disabled toilet facilities etc.
- TAs support children with SEN either one to one or as part of a small group.
- Intervention programmes are put in place where necessary.
- Advice from outside agencies is put in place when recommended.
- Appropriate differentiation of targets and tasks.
- Children's progress carefully tracked at all times.

What activities are available to our pupils with Special Educational Needs, in addition to the regular curriculum?

- After school clubs including football, netball and cross country.
- Trips and in-school activities on a wide range of themes.
- Residential visits in Year 5 and 6.
- Swimming lessons in Key Stage 1 / 2.
- Outdoor learning (Forest Schools)

Staff and services

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs?

- Training and support for the development of the new curriculum
- Child Protection Training
- Training on working with children with Autism.
- Training on working with children with specific needs (eg: Dyslexia, Dyscalculia)
- Regular subject updates for subject leaders.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs?

- The school has close links with outside agencies that have been developed over many years. Referrals are made to support pupils when it is felt this will be beneficial or we need further advice.
- Referrals are made in consultation with parents via the appropriate referral forms.
- We act upon the advice of these agencies and purchase or borrow appropriate equipment when needed.

Questions, concerns, complaints, compliments?

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs?

- Parents are encouraged to discuss concerns or questions with the class teacher or SENCo as they feel appropriate.
- Parents can contact the Head Teacher.
- Parents can get advice from Parent Partnership or PACC.
- Parents can contact the Chair of Governors (Eve Whitmore) or the SEN Governor (awaiting new appointment) via the school office.

Provision for pupils with SEND

Communication and Interaction - Speech, Language and Communication Needs		
How we may identify needs, assess and review progress	How we may adapt teaching to ensure access to the curriculum	How we may provide support and intervention for those with identified needs
<p>Children with communication needs are identified early, either by discussion with pre-schools to see if there are any concerns / involvement with SALT (Speech and Language Team) or identified by the Class 1 teachers</p> <p>Advice from the SENCo will be taken if concerns persist.</p> <p>Referral made, with parent's consent, to SALT.</p> <p>A Pupil Profile may be written to monitor progress.</p> <p>Advice from SALT implemented.</p>	<p>Parents informed of any intervention taking place and reviews of Pupil Profiles.</p> <p>Work carefully differentiated by the Class Teacher.</p> <p>Use of resources to support learning such as word banks, phoneme mats, number lines etc.</p> <p>Specific intervention programmes put in place.</p> <p>Support from teaching assistants in a group.</p> <p>Staff model correct use of language.</p> <p>Children encouraged to speak during show and tell, circle time, class discussions.</p> <p>Advice from SALT followed</p> <p>Targets are set and progress is monitored on a regular basis.</p> <p>Use of ICT software when recommended.</p>	<p>Interventions put in place by class teacher and further assessments made.</p> <p>If still concerned, advice from SENCo taken and a Pupil Profile written.</p> <p>Children referred to SALT for support and advice.</p> <p>Regular feedback to and from parents via home-school link books / meetings</p> <p>Use of resources such as PAT, extra Letters and Sounds sessions, additional intervention sessions with a TA, extra reading sessions with an adult.</p> <p>Regular discussions with parents.</p> <p>Differentiated small group support for maths and/or literacy.</p> <p>In statutory assessment tests, children may be eligible for access arrangements e.g. additional time, a scribe and/or a reader to support them during tests.</p>

Communication and Interaction - Autistic Spectrum Disorder / Condition		
How we may identify needs, assess and review progress	How we may adapt teaching to ensure access to the curriculum	How we may provide support and intervention for those with identified needs
<p>Initial identification of concerns by class teacher / parents.</p> <p>Discussions with outside agencies to identify and support children's needs.</p> <p>Assessments by specialist outside agencies.</p> <p>Parents involved in all meetings with outside agencies.</p> <p>If concerns persist, referral to Compass.</p>	<p>Consistent rules and routines.</p> <p>Use of visual timetables.</p> <p>Awareness of sensory distractions and adapt classroom if appropriate.</p> <p>Consider use of quiet area for 'time away.'</p> <p>TA support if necessary.</p>	<p>Referrals to Woodlands Outreach, Educational Psychology Service and /or Compass for advice.</p> <p>Regular discussions with parents / carers.</p> <p>Support for child during unstructured times at school.</p> <p>Circle time/ PSHE/ friendship groups to support children in the school day.</p> <p>Children may work in a 'quiet' area to cater for their individual needs.</p> <p>In statutory assessment tests, children may be eligible for access arrangements e.g. additional time, a scribe and/or a reader to support them during tests.</p>

Cognition and Learning - General / Moderate Learning Difficulties		
How we may identify needs, assess and review progress	How we may adapt teaching to ensure access to the curriculum	How we may provide support and intervention for those with identified needs
<p>Initial identification of concerns by class teacher via assessments, pupil tracking or parental information.</p> <p>Interventions put in place by class teacher and further assessments made.</p> <p>If still concerned, advice from SENCo taken and a Pupil Profile written.</p> <p>Parents informed of any intervention taking place and reviews of Pupil Profiles.</p>	<p>Work carefully differentiated by the Class Teacher.</p> <p>Use of resources to support learning such as word banks, phoneme mats, number lines etc.</p> <p>Specific intervention programmes put in place.</p> <p>Support from teaching assistants in a group.</p> <p>Targets are set and progress is monitored on a regular basis.</p> <p><input type="checkbox"/> Use of ICT software, if appropriate.</p>	<p>Use of resources such as PAT, extra Letters and Sounds sessions, additional intervention sessions with a TA, extra reading sessions with an adult.</p> <p><input type="checkbox"/> Regular discussions with parents.</p> <p><input type="checkbox"/> Differentiated small group support for maths and/or literacy.</p> <p><input type="checkbox"/> In statutory assessment tests, children may be eligible for access arrangements e.g. additional time, a scribe and/or a reader to support them during tests.</p>

Specific Learning Difficulties e.g. Dyslexia, Dyscalculia		
How we may identify needs, assess and review progress	How we may adapt teaching to ensure access to the curriculum	How we may provide support and intervention for those with identified needs
<p>Initial identification of concerns by class teacher via assessments, pupil tracking or parental information.</p> <p>Interventions put in place by Class Teacher and further assessments made.</p> <p>Advice from the SENCo, LSAT and the specialist agencies as appropriate</p> <p>A Pupil Profile is written and reviewed termly.</p> <p>Parent informed of any intervention taking place and reviews of Pupil Profiles.</p>	<p>Work carefully differentiated by the Class Teacher.</p> <p>Specific interventions put in place.</p> <p>Development of strategies for pupil to use suggested by LSAT / specialist agency.</p> <p>Use of ICT programs to support where appropriate.</p> <p>TA support where needed.</p> <p>Discussions with parents e.g. strategies for helping with homework.</p>	<p>Differentiated small group support.</p> <p>Use of laptop for written work where appropriate.</p> <p>Coloured overlays / reading rulers.</p> <p>ICT programs.</p> <p>Special pens / pencil grips.</p> <p>Simplified resources e.g. sound mats.</p> <p>Provision of dyslexia reading books.</p> <p>In statutory assessment tests, children may be eligible for access arrangements e.g. additional time, a scribe and/or a reader to support them during tests.</p>

Social, Mental and Emotional Health		
How we may identify needs, assess and review progress	How we may adapt teaching to ensure access to the curriculum	How we may provide support and intervention for those with identified needs
<p>Parents may refer child by visiting their GP.</p> <p>Observations made by staff at lunch, break.</p> <p>Class teacher will track child's progress and make observations.</p> <p>Advice from SENCo who may suggest further interventions or make referral to Woodlands Outreach, Compass or counselling services.</p> <p>Outside agencies to offer support for the child and their family.</p>	<p>Designated adult to support the child.</p> <p>Use of rewards, stars, stickers.</p> <p>Circle time.</p> <p>Consistent expectations, rules and routines.</p>	<p>Good home—school links developed.</p> <p>Advice taken from outside agencies.</p> <p>Use of quiet areas.</p> <p>Playground patrol children.</p>

Sensory and / or physical – hearing impaired		
How we may identify needs, assess and review progress	How we may adapt teaching to ensure access to the curriculum	How we may provide support and intervention for those with identified needs
<p>Reception children have a hearing test in school.</p> <p>☐Parents / carers / pre-school may mention concerns.</p> <p>Observations made of possible difficulties by teachers/teaching assistants.</p> <p>Parents contacted if there is a concern to monitor hearing and take child for a further hearing test with GP.</p>	<p>Use of IWB and other visual aids in teaching.</p> <p>Sit child close to teacher whenever possible.</p> <p>Support from adult to ensure child understands activities.</p> <p>Pupil sitting near teacher / at front of classroom</p>	<p>Staff to have an awareness of health and safety issues.</p> <p>Advice taken from outside agency such as Sensory Inclusion.</p> <p>Training for staff.</p> <p>In statutory assessment tests, children may be eligible for access arrangements e.g. additional time, a scribe and/or a reader to support them during tests.</p>

Sensory and / or physical – visually impaired		
How we may identify needs, assess and review progress	How we may adapt teaching to ensure access to the curriculum	How we may provide support and intervention for those with identified needs
<p>Reception children have a sight test in school.</p> <p>Parents / carers / pre-school may mention concerns.</p> <p>Observations made of possible difficulties by teachers / teaching assistants.</p> <p>Parents contacted if there is a concern to take child for a sight test at opticians.</p>	<p>Ensure children with glasses wear them at the correct times.</p> <p>Sit child close to teacher or front of class.</p> <p>Use of coloured overlays / paper.</p>	<p>Pupil sitting near teacher / at front of classroom</p> <p>Staff to have an awareness of health and safety issues.</p> <p>Advice taken from outside agency such as Sensory Inclusion.</p> <p>Training for staff.</p> <p>Classroom environment adapted if necessary.</p> <p>In statutory assessment tests, children may be eligible for access arrangements e.g. additional time, a scribe and/or a reader to support them during tests.</p>

Sensory and / or physical – physical difficulties		
How we may identify needs, assess and review progress	How we may adapt teaching to ensure access to the curriculum	How we may provide support and intervention for those with identified needs
<p>Parents / carers / pre-school may mention concerns.</p> <p>Observations made of possible difficulties by teachers / teaching assistants, especially in PE lessons or playtimes.</p> <p>Refer child to school nurse / occupational therapy team.</p>	<p>Use of cushion to sit on, fidget toys, pencil grips, etc.</p> <p><input type="checkbox"/> Opportunities to develop skills through outdoor learning, PE sessions, forest schools etc.</p> <p>Adults to model use of equipment, tools.</p>	<p>Referral to Occupational Therapy.</p> <p>Use of specialised resources in classroom.</p> <p>Weekly Mac Pack group</p> <p>In statutory assessment tests, children may be eligible for access arrangements e.g. additional time, a scribe and/or a reader to support them during tests.</p>

APPENDIX 1

Below is a list of acronyms/ terms which may be found in this document:

- **SEN - Special Educational Needs**
- **SEND - Special Educational Needs and Disability**
- **LSAT - Learning Support Advisory Team**
- **SALT - Speech and Language Therapy**
- **OT - Occupational Therapy**
- **COMPASS - Single point of contact for Shropshire Children's Services**
- **SENCo - Special Educational Needs Co-ordinator**
- **CAMHs - Children and Adult Mental Health Services**