



SEND Information Report (2019-20)

What kinds of special educational needs do we make provision for?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on the school website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently or has recently been made in school for children with a range of needs, including:

1. Cognition and Learning – moderate learning difficulties, specific learning difficulties (eg: dyslexia, dyspraxia).
2. Sensory, Medical and Physical – sensory processing difficulties, diabetes.
3. Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
4. Social, Emotional and Mental Health

Our team of teachers and teaching assistants have extensive experience and training in planning, delivering and assessing a wide range of intervention programmes.

Our staff are trained as required on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our pupils.

The school works closely with other local schools, sharing training opportunities including INSET days and outside experts when required.

The Headteacher / SENDCo reviews and plans the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students.

Our school's Accessibility Plan (available on the school website) outlines adaptations made to the building to meet particular needs and enhance learning.

What are school's policies with regard to the identification and assessment of children with SEN?

A wide range of assessments are regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, such as that which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap between the child and their peers.

Progress in areas other than attainment is also considered (eg: where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school).

If behaviour is causing concern, it is always considered whether there are any other underlying difficulties; if there are none, the class teacher or headteacher would speak to parents / carers about anything that might have happened at home. The class teacher / SENDCo would gather information about incidents occurring and analyse and consider any patterns of behaviour. Observations would be conducted in class / on playground to record behaviours, considering involvement of others / environmental factors and an intervention devised taking into account all information gathered. Please see the schools SEN and behaviour policies for further information.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet that need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

Where specific, more specialised tests are required, the school uses the Learning Support team at Woodlands Special School Outreach to administer these and make recommendations. The school also utilizes the support of the Shropshire Council Educational Psychology department and other specialist agencies as required.

What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?

How do we evaluate the effectiveness of provision for children with SEN?

- Detailed intervention notes to enable monitoring of progress and achievement
- evaluation of individual intervention programmes upon completion
- use of assessment information/progress rates etc. pre- and post-interventions
- use of attainment and progress data for children with SEND across the school part of whole school tracking of children's progress in terms of National Curriculum levels of attainment – 3x yearly
- use of pupil/parents interviews/questionnaires

What are our arrangements for assessing and reviewing the progress of children with SEN?

- a range of curriculum-based assessments are used regularly throughout the school
- tracking of pupil progress in terms of National Curriculum expectations for attainment – 3x yearly
- an Annual Review is held for children with Statements of Special Educational Needs or EHC Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENDCo or by external agencies, meetings take place with the parents / carers and the class teacher to discuss the finding and how best to address need and meet targets

- when assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- initial concerns about a child's progress are discussed with the SENDCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

What is our approach to teaching pupils with SEN?

- our school motto, "Dream, believe, aspire, achieve" is fundamental to our approach to the development and learning of every child
- unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve
- provision for children with SEND is a matter for the school as a whole. The Governing Body, Head teacher / SENDCo and all staff members have important day-to-day responsibilities for the learning of our SEND pupils. All teachers are teachers of children with SEND
- a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements
- children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively
- at Kinnerley, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.
- we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Teachers plan enough time for the satisfactory completion of tasks, plan opportunities where required for the development of skills in practical aspects of the curriculum and identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

How do we adapt the curriculum and learning environment?

- the curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- school always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays; use of brain breaks, sensory cushions or weighted blankets for children with sensory issues).
- we endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- we endeavour to ensure that all class rooms are ASD friendly where required, including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources.
- we endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary. A small group room is available to provide a quiet work area for 1:1 or small group work

What additional support for learning is available for children with SEN?

- there are currently 60 children on roll full time in three classes. We provide a high staff to pupil ratio which maximises learning potential for all our children; most of our teaching assistants are trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support.
- we teach a differentiated curriculum to ensure that the needs of all children are met
- a number of intervention programmes are in place for children who require additional support (eg: IDL for English and Maths or Cool Kids for pupils requiring support with motor skills)
- for children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers from Woodlands Outreach). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
- specific resources or strategies are in place for children where recommended by external agencies (eg: coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules)

What activities are available for children with SEND in addition to those available in accordance with the curriculum?

- all extra-curricular activities (listed on this website) are available to all our children
- before and after school care is available to all our children (from February 2017)
- residential trip to Arthog available to all Year6 children

What support is available for improving the emotional and social development of children with SEND?

- specialist advice from our teacher for children with social communication / interaction difficulties (Woodlands Outreach)
- specialist advice from Shropshire Educational Psychologist Service
- specialist advice from colleagues at CAMHS

Who is our SENDCo and what is the level of expertise of our staff?

Our SENDCo is Ms M Hunt who is also the school's headteacher. She can be contacted via the school office (01691) 682289 admin.kinnerley@westcliffe.shropshire.sch.uk .

- the school employs a team of TAs who are trained to deliver a range of interventions on a small group and 1:1 basis as required
- specialist information gained through research/training is disseminated via a staff meeting or organised staff training sessions
- as specific needs arise the SENDCo approaches specialists from a range of agencies to seek advice about raising awareness of the specific type of SEND. To enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought directly through specialist agencies.
- general support and advice is given from the SENDCo to all staff - e.g. with regard to the implementation of specific programmes, creation and monitoring of Individual Education Plans, tracking of children with SEN
- our SENDCo attends termly 'Special Educational Needs Co-ordinator Cluster Meetings' organized by Shropshire LA to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
- at the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year.
- staff may also request specific training should they feel it to be necessary to support our pupils.

How is equipment and facilities to support children with SEN secured?

- through discussion with specialist agencies involved
- through discussion with parents / carers
- through discussion with the headteacher / governors

- equipment and facilities to support children with SEND are always provided wherever possible according to recommendations made to us
- our school's Accessibility Plan, available on request in school outlines adaptations made to the building to meet particular needs and enhance learning.

What are the arrangements for consulting parents of children with SEND about and involving such parents in the education of their child?

- throughout the year there are 3 Parents' Evenings and there is an end of year annual report to parents
- termly "pupil mentoring" meetings are held between pupils and their teachers and reports sent to parents / carers
- our Headteacher / SENDCo is easily contactable via the school office/telephone/e-mail. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child
- progress and outcomes of assessments by external agencies will also be discussed with parents at consultation meetings and any reports provided copied to parents / carers
- the progress of children holding a Statement of SENS or Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to high school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENDCo of the receiving high school is usually invited to attend.

What are the arrangements for consulting children with SEND about and involving them in their education?

- targets set for children are reviewed with them
- children's self evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development

What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,
- the complaint is dealt with by the Headteacher / SENDCo or by a senior manager.
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures (see complaints procedure on the school website)

How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from Woodlands Outreach .
- the speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children
- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND.
- the Local Authority's CAF procedures (including Early Help support) are adhered to by school whereby help and support is offered to children and families when low level issues emerge and before problems escalate.

Where is the Local Authority's Local Offer and school's Local Offer published?

- The school's Local offer can be found on this website
- The Local Authority's Local Offer can be found at:
www.shropshire.gov.uk/localoffer