

What Kentisbeare can do for your child with Special Educational Needs and/or Disabilities (SEND)

Q1. What does Kentisbeare C. of E. Primary offer children with SEND?

At Kentisbeare we understand that each child is different and that educational needs will be specific for every child, particularly those with Special Educational Needs.

In 2013-14 the school successfully included pupils with a wide range of SEND including; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory and/or Physical.

Q2. Who has responsibility for children within our school for SEND?

The class teacher

Responsible for:-

Providing the very best teaching which enables all children to progress and achieve to their full potential.

Writing Pupil Progress targets and individual plans (Daf 2a My Plan), based on the smaller steps of progress needed for success, and sharing and reviewing these with parents termly.

Checking on the progress of a child, planning and delivering any additional help a child may need (this could be direct work related or additional staff support), updating the Special Education Needs/Disabilities Co-ordinator (SENCo) on concerns/progress.

Following guidance from outside agencies on ways of teaching children with specialist needs

Ensuring that the school's SEN policy is followed in the classroom.

The SENCO: Helen Bastin

Responsible for:-

- Developing and reviewing the School's SEN policy in conjunction with the SEN Governor. Co-ordinating and submitting the SEN Audit.
- Ensuring that parents are involved with their child's learning, through review meetings, TAC/DAF meetings etc
- Liaising with outside agencies coming into the school to support pupils with a specific need, ie 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.

The Head of Federation, Mrs Tracey Hailey and Head of School, Mrs Helen Ainsworth

Responsible for:-

- The day-to-day management of the school; this includes supporting children with SEND.
- The Head Teacher will give responsibility to the SENCo, however will still be responsible for that child's SEND progression.
- Updating the Governing Body on issues relating to SEND children

The SEN Governor - Mrs Stephanie Hicks

Responsible for:-

- Reviewing the SEN Policy with the SENCo.
- Making sure that necessary support is given to any child with SEND who attends our school

Q3.What are the different types of support available for children with SEND in our school?

A) Class Teacher Input - 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.

B) Specific Group Work - intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

C) Specialist Groups - run by outside agencies which mean:

Your child has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Devon Local Authority services, such as the ASD Outreach Team, Behaviour Support Team or Communication Interaction Team, Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).
- Speech and Language Therapy

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.

D) Specified Individual Support

This support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs 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.

In Devon the process is known as the Devon Assessment Framework (DAF). DAF's have been developed to provide a coordinated system, which covers children and young people aged 0 to 25 years. This has been developed as a comprehensive system that includes support across education, health and social care. The whole process includes:

DAF 1: Family Information and Assessment

DAF 2a: My Plan (through a Team Around the Child or Team Around Me meeting)

DAF 2b: Education, Health & Care Plan (EHCP)

DAF 3: Request for Additional Resources (not dependent on an ECHP)

DAF 4: Transition Assessment (post 16) This is replacing the old system of Statements.

If a child already has a statement this will continue to be supported. A phased programme for converting statements to education, health and care plans started in November 2014.

More in depth information on how this works can be found using the link below.

<https://new.devon.gov.uk/send/send-information/how-does-my-child-get-support/>

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 a Statement of Special Educational Needs or 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 Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the 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.

Q4. What should I do if I think my child needs more help in school?

Teachers are available at end of the school day to talk to parents about any concerns. A separate time can be arranged to have a longer discussion if necessary. The SENCO can be contacted by e mail (hbastin@kentisbeare-primary.devon.sch.uk) or by phone (01884 266330) and is happy to meet with parents to discuss any concerns and agree the way forward.

Q5. How will the school let me know if they have 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.
- Begin the DAF process.

Q6. How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Devon County Council, includes money for supporting children with SEN.

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The Head of Federation 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 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.

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.

Q7. Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers responsible for teaching SEN groups/individuals on a part-time basis.
- Teaching Assistants mainly working with either individual children or small groups.
- ICT support in the form of writing and maths programmes and spelling programmes.
- Teachers and Teaching Assistants offering support for children with emotional and social development through Thrive.

Local Authority Provision - delivered in school when necessary:

- Educational Psychology Service
- Parent Partnership Service
- Speech and Language Therapy
- Behaviour Support Team

Health Provision - delivered in school when necessary:

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHs)

Q8. How are the teachers in the school helped to work with children with SEND and what training do teachers have?

- 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 Specific Learning Difficulties including Dyslexia, 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. from the Educational Psychology service, Vranck House and the Speech and Language Service.

Q9. 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 (including using small steps targets) 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 (including using small steps targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs

Q10. 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 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.
- Daf 2a My Plans will be reviewed with your involvement termly.
- 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 Parent Partnership Service is available to give further impartial advice and support should you need it. Their website address is:

<http://www.parentpartnershipdevon.org.uk/>

Q11. How is Kentisbeare C. of E. Primary School accessible to children with SEND?

- The school site has a main building which provides wheel chair access and a lift to the lower levels and playground.
- There is a disabled toilet.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEN.
- Quiet areas and calming down zones in the form of designated spaces are provided for children who need a space to support their emotional needs.

Q12) How will we support your child when they are joining this school, moving on to another class or leaving this school?

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:

- 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 number of taster sessions, if this is appropriate.
- The SENCo will contact teachers and the SENCo based in other schools.

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. Daf 2a My Plans or provision maps will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

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 understanding 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.

Q13. How will 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. This is based around SEAL. <http://www.theschoolrun.com/what-primary-seal>

However, for those children who find aspects of this difficult we offer:

- Thrive, run by a teacher. This follows the principles of listening to children, showing empathy, making children feel important and being playful. It is run on a weekly basis, developing the needs of the individual.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through planned activities and groups. This may sometimes take the form of 1:1 lunchtime and playtime support for children to develop skills in play and social interaction.
- Sessions with our School Counsellor Mrs Debbie Chave, who works closely both with the Thrive Team and with the SENCo.

If your child still needs extra support, with your permission the SENCo will access further support, possibly through the Devon Assessment Framework (DAF) process.

