

SEN Information Report – November 2020

Introduction

At Lower Halstow and Newington CEP Schools we are committed to ensuring every child reaches their optimum potential including children with Special Educational Needs and Disabilities (SEND). Our SEND policy details the aims and objectives for pupils with SEND. We are committed to inclusion in our school and work to ensure that all pupils have the opportunity to develop their skills and knowledge, working to their best ability. We value a curriculum that develops the whole child and provide opportunities for creative and sporting activities which enhances the core curriculum that is provided for all pupils.

Identification for pupils with SEND

Pupils in school are monitored by teachers, phase leaders and senior managers in the school at pupil progress meetings which take place at least three times a year.

Pupils will be raised as a concern if they are making limited progress or if there is a change in their behaviour or progress. Outside of these meetings, if a teacher has a concern about a child, they can raise this with the Special Educational Needs Co-ordinator (SENCo).

Parents/carers who have a concern about their child should, in the first instance, raise this with the class teacher. They can also ask to speak to the SENCO for inclusion or the SEND.

The kinds of special educational needs for which provision is made for at our school

Our school's SEND policy is available on this website, detailing our philosophy in relation to SEND.

Additional provision is made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.

How the teachers meet the needs of pupils generally

All teachers in the school demonstrate high quality teaching. Each pupil's education is planned by the class teachers in the year group, informed by overarching school plans. The phase leaders oversee the plans for each key stage. The lessons are differentiated according to the needs of the pupils and in class TAs support pupils within the class. In some instances additional interventions are planned for small groups of children. These may relate to handwriting, spelling, grammar and punctuation, numeracy phonics and memory, these small groups are led by the class teaching assistants (TAs). These interventions are monitored by both the class teacher and SENCo to ensure the effectiveness of this additional input. If you have a query about the intervention you should speak to the class teacher in the first instance, or you can make an appointment to speak to the SENCo.

How do teachers meet the needs of pupils with SEND

In some instances, although the pupils receive high quality teaching and have access to interventions, they may continue to make limited progress or experience challenges in some areas e.g. behaviour. In these circumstances the school may, in consultation with parents use assessment tools to determine the underlying cause of the learning difficulty. The following assessment tools are available to the school:

- Language link assessment
- Speech link assessment
- Dyslexia screening
- Cognitive ability assessment via Educational Psychologist
- British Picture Vocabulary Scale (BPVS)
- York Assessment for Comprehension of Reading (YARC)

All pupils who are on the SEND register will have a provision map, this is a document that details the child's particular special need and lays out a plan to address this. These are written and reviewed three times a year. In addition the schools attend LIFT meetings six times a year with a number of educational professionals. Pupils who continue to be of concern to the school are discussed at the meeting and a number of strategies are discussed with the class teacher. If your child is to be discussed at LIFT you will be informed by the SENCo. Some pupils may require Personalised Plans for maths, English or both. These pupils are allocated to a class as their base but spend time during the morning working on a highly differentiated curriculum with a higher level teaching assistant (HLTA) or a TA. This provision is reviewed on a termly basis.

How will parents/carers know how their child is progressing?

There are a number of ways that a parent can find out how their child is progressing:

- Parents pop-ins
- Parents evenings
- Person centred reviews for pupils with an Education Health Care Plan

Support for pupils with emotional, social and behavioural difficulties

The school has a number of support strategies in place for pupils who have emotional, social and behaviour difficulties.

- There are buddies on the playground at lunch time for those pupils who find it difficult to make friends.
- The school Family Liaison Officer (FLO) runs lunchtime activities, where pupils can go to play board games or do craft activities.
- The school hold a fortnightly pastoral meeting to discuss pupils who may be of concern due to emotional or social difficulties and a number of strategies are discussed, including regular 1:1 time with a particular adult if necessary.

Support for pupils with medical needs

- Individual healthcare plans are written for pupils who have ongoing medical needs, these are written with a member of the Inclusion team, parents and the school nurse (where appropriate), these are shared with staff who work with the pupil.
- Pupils who have an injury which precludes them from being on the playground or taking part in sport will have a risk assessment. They will have access to safe space at lunchtimes.

- Staff have had training in the use of epipen and administering emergency epilepsy medication.

Specialist services accessed by the school

LIFT
 Specialist Teachers
 School Health
 CAMHS
 Early Help
 Paediatricians
 Educational Psychologist
 PCSO
 Occupational Therapy (OT)
 Speech and Language Therapy (SALT)
 Emotional Literacy Support Assistant (ELSA)

Specialist training undertaken by the staff

Autism Awareness
 Positive Handling
 Precision Teaching
 Lego Therapy
 Sensory Circuits

How accessible is the school environment?

The school have the following facilities to enable accessibility:

- Ramps to all buildings

SEND resource allocation

- The SEND budget is set every year and relates to the number of pupils on the SEND register.
- Additional staff may be allocated to particular children or a group of children following an application for Higher Needs Funding (HNF)
- Additional resources are purchased upon recommendations from LSS or OT

Complaints procedure for parents with pupils with SEN

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 SENCo or by a senior manager.
- If there is still no resolution the Head of School should become actively involved
- If the matter is still not resolved the Executive Head teacher will become involved.
- If the complainant is not happy with the resolution offered they 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, which is available on the school website

The Local Authority's Local Offer and school's Local Offer

The Local Authority's Local Offer can be found at this location:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>