

King George V Primary School

Special Educational Needs Policy and Information Report

At King George V Primary School, we aim to offer excellence and choice to all of our children, whatever their ability or individual needs. Our aim is to ensure that all pupils will become successful motivated citizens who are equipped to face the challenges of the future.

How does our school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:-

- Children who are performing below age related expectations.
- Concerns raised by parents.
- Concerns raised by a teacher, for example, a child's behaviour or lack of self - esteem which is affecting their performance.
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Through liaison from additional information and assessments completed by external agencies, for example, Inclusion Support.
- Health diagnosis through a paediatrician.
- Liaison with a previous school or setting, if applicable.

What should I do if I think that my child may have special educational needs?

If you are concerned that your child has special educational needs (SEN), in the first instance we would ask you to speak to your child's class teacher who will then liaise with our Special Educational Needs and Inclusion Co-ordinator as appropriate. Concerns can also be discussed at parents' evenings, which are held termly, or by making an appointment to meet with your child's class teacher at any point throughout the year.

How will school staff support my child?

All children at King George V Primary School, regardless of their need, will receive Quality First Teaching.

This means:

- That each teacher has the highest possible expectations for every child with in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching and differentiated activities are in place that will enable your child to be fully involved in all aspects of learning.
- Your child's class teacher will have monitored your child's progress and will have identified any gaps or difficulties in their learning that may need additional support to help them make the best possible progress: Assess, Plan, Do, Review.

However, we recognise that every child is unique and so, each child will receive appropriate support, depending on their individual needs. The Special Educational Needs Co - ordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

- When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting to discuss this support further. If the pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the pupil will receive; a copy of this will be provided for parents. Our whole school provision map shows the range of interventions in place in our school, which may be used when we identify a need for additional support.
- Some children will also be given a Learning Support Plan with specific targets which will support them in their next stage of learning.
- The school will monitor the progress of all children receiving additional support to ensure that the provision we have in place is having the impact we are expecting.

Any pupil identified as having a special educational need and/or disability will be included on the schools SEND register.

How will teachers match the curriculum to my child's needs?

- All lessons are pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically this will mean that in a lesson there may be three or four different levels of work set. On occasions the learning will be individually differentiated for specific children. This will ensure that all children can fully engage within a lesson and learn at their own level.
- Some children may also engage in a targeted group session which may take place within or outside the classroom.
- We have a team of teaching support assistants and teaching support practitioners, whose responsibility it is to work alongside class teachers, in the delivery of intervention programmes. These programmes are designed to meet the needs of individuals and groups of children.
- Outcomes for all pupils will be reviewed on an on-going basis and any changes in provision will be planned for and delivered with additional support if required.
- A range of assessments will be completed to identify and confirm areas of focus and next steps in learning for the children.

How are the school's resources allocated and matched to children's special educational needs?

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

- The SEN budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
- If a child's needs exceed the funds available, the school, with the agreement and support of parents, can apply for additional funds through an Educational, Health and Care Plan.

Education, Health Care Plans.

From September 2014, 'Statements' will be replaced by 'Educational, Health and Care Plans'. This document will continue to outline a pupil's special educational need and will detail the provision that needs to be completed to ensure that that appropriate progress is made. The Educational, Health and Care plan will take into account the needs and views of the whole child, parents and the school.

Over a two to three year period, most current 'Statements' will be replaced by an 'EHCP' at a child's annual review.

Only children with the most complex and significant special educational needs will be considered for an Educational Health Care Plan (EHCP). If you think your child needs an Educational Health Care plan you will need to discuss your concerns with your child's class teacher and Special Educational Needs Co-ordinator (SENCo), who will advise you about whether your child needs an EHCP. Only after the school has completed a range of interventions and has exhausted its provision and outside agency support will this be considered.

What support will there be for my child's overall well - being?

We have a caring, understanding ethos and are a fully inclusive school. We welcome and celebrate diversity and believe that high self-esteem is crucial to all of the children's wellbeing.

- The children are supported with their social and emotional development throughout the day, through the curriculum and extra - curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.
- Additional support from trained staff is arranged as needed for individual pupils, both in and out of the classroom: an individual support plan will be put into place for pupils with the greatest need.
- Our whole school Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood by all staff.
- We monitor attendance on a daily basis, supporting pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases will receive additional training to support individual children.
- Pupils' views are sought in lessons and through the School Council.
- We provide a breakfast club for pupils who arrive into school before the beginning of the school day.

- We also offer a range of after school activities.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Support is also provided by the Community Link member of staff (Mrs Iqbal), the SENCo (Mrs Perrins), the Acting Head Teacher (Miss S Penny) and the Acting Deputy Head Teacher (Mr J Anderson) as and when appropriate. This may include working with learning mentors from within school and may also involve working alongside outside agencies such as Health and Social Services and/or Behaviour Support Team.

How will school monitor the effectiveness of the support offered to my child?

- As a school we measure progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including 'learning ladders' and some standardised tests, as appropriate.
- All children are discussed and progress reviewed through pupil progress meetings. Children who are not making the expected progress or who are having difficulties are identified and further support agreed.
- Individual support plans and provision plans for children identified with Special Educational Needs and/or disabilities are reviewed once every half term (or earlier if appropriate). Progress made against key learning and targets are reviewed and new targets set for their next steps in learning.

- The monitoring of quality first teaching and the impact of interventions for supported children are also completed through lesson observations and learning outcomes evidenced by the children through a range of activities. A range of monitoring activities are completed by the Head Teacher, The SENCo, The Deputy Head Teacher and other member of the Schools Leadership Team.
- Our school governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they receive a termly report from the Head Teacher on the progress of pupils with SEND.

How will I know how well my child is progressing?

- A full annual report will be sent to parents in July at the end of each academic year.
- Parents evening will be completed once a term for all parents - this will provide an overview of progress and achievements for each term along with discussing the next steps in the children's learning.
- When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how parents can help their child at home. The children's views will also be included and the child may attend part or all of the meeting where appropriate.
- A child identified on the SEND register as having SEN support will also have these same opportunities with the addition of discussing and reviewing targets in the child's individual support plan. Additional SEN meetings may also be required throughout the year especially when there is the involvement of outside professionals.

- If your child has a Statement of Educational Needs or an Educational Health Care Plan we will complete reviews (on a minimum of a yearly basis) to discuss the individual needs of your child and to ensure that the correct provision is in place.
- For some children with SEND a home-school communication book will provide a good link between school and home and will keep parents up to date regarding progress on learning and any concerns.
- Parents will also be invited into school to work alongside the children and to share in their learning experiences at appropriate times during the school year.

How will my child be included in activities outside the school classroom including school trips?

- Your child will be allowed to attend any after school club or any educational visits allocated to their specific year group.
- Every child in Class 5 and Class 6 will also be given the opportunity to take part in a week's residential visit.
- Where there is a need for additional support for these activities, parents meetings will be held with the SENCo, activity leader and the Educational Visits co-ordinator to ensure that the appropriate provision can be put into place to allow your child to take part. Appropriate planning, monitoring of activities and risk assessments will be completed to ensure full participation for all pupils.

Who is responsible for the management of SEND?

The Special Educational Needs and Disability Co-ordinator at King George v Primary School is Mrs L. J Perrins.

The Special Educational Needs and Disability School Governor Mr. Karl Bailey.

What specialist services and expertise are available at or accessed by the school?

We work very closely with any external agencies that we feel are relevant to the individual needs of the children within our school. These may include support from the Speech and Language Therapist, Occupational Therapist, Doctors and School Nurses, the Child and Adolescent Mental Health Service (CAMHS), Social Services including Social Workers and members of the Inclusion Support Team i.e. Special Educational Needs Advisory Teacher (SENAT), Educational Psychologist and the Behaviour Support Team.

Specialist services are contacted in agreement with parents after a number of meetings have been held between parents, the class teacher and the Special Educational Needs Co-ordinator. A range of interventions will have also been completed with the child and after a review of progress made further support is identified and requested.

Contact details for Inclusion Support Services

Inclusion Support - inclusion_support@sandwell.gov.uk

TEL: 0845 352 7552

FASTA: 0121 552-0047 for Speech and Language Therapy, Occupational Health and Physiotherapy.

Child and Adolescent Mental Health Service (CAMHS) - TEL 0121 612 6620

What training and expertise does staff have to support the additional needs of my child?

- All members of staff have taken part in appropriate staff meetings for the development, implementation and review of provision for special educational needs and disabilities.
- All staff are aware of the schools SEN policy and are fully included in its review on a yearly basis.
- Appropriate staff undertake training with the Speech and Language Therapist (SALT). This ensures that the necessary , high quality support is provided after assessments and reviews have been completed.
- All staff have received additional training in supporting pupils with SEN in Literacy and Maths - this includes providing provision for gifted and talented pupils.
- Appropriate staff have completed training for a range of interventions; these have included interventions for Literacy, Maths and support for children with Behaviour, Social and Emotional difficulties.
- All staff have completed appropriate training for supporting children with specific medical needs e.g. Epi Pen training.
- Lesson observations completed also identify where there is a particular need for additional training for staff.

- Performance management reviews also provide the opportunity for further training identified by individual teachers and support staff.

The Special Educational Needs Co-ordinator also completes a range of additional training and conferences regarding all aspects of special educational needs and disabilities. This will include the review and implementation of government and local education policy. Recommendations will then be made for further whole school training which will be incorporated into our school improvement plan.

How accessible is the school both indoors and outdoors?

The whole school is on one level with a ramp into the main entrance of the school which makes it wheelchair accessible. We have two disabled toilets, one in the main building and one in the annex. We also have shaded areas on the playgrounds to support any pupils with light sensitivity.

How will my child contribute their views?

- All children are encouraged to and given the opportunity to talk about and assess their work on a daily basis. Self-assessments are made by the pupils after lessons in all classes which range from thumbs up and smiley faces to written comments.
- Pupil conferencing also takes place throughout the year along with pupils contributions made through school council meetings and events.
- Pupil profiles and individual provision reviews are also completed with pupils with special educational needs and disabilities.

- The children with Statements or Educational Health Care Plans are also encouraged and supported to contribute their views within all annual review meetings.
- All children with SEND are involved in other meeting regarding their progress as and when appropriate.

Who do I contact if I am not happy with the support provided for my child?

- If there are any concerns with the support provided parents are requested to speak to the Class Teacher and SENCo in the first instance.
- If further discussion or clarification is required a meeting can then be arranged with the Head Teacher.

How will the school prepare and support my child to join the school?

- Parents with the children will be invited to look around the school and meet the class teacher and other school staff.
- The school will contact any early year's settings, or other schools your child has attended in order to gather information about their learning and needs.
- The school will also contact any specialist services that support your child.
- Parents with pupils starting in Nursery will be invited into school for a short session with their child to meet the Early Years Team and also to support the children ready for their first school experience.

- All parents of children entering into Reception are also invited to an induction meeting during July ready for our September intake.

How will the school prepare and support my child to transfer to a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCo and ensure that they receive detailed information about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on to their new school as soon as possible.

When moving classes in school:

- Information will be passed onto the new class teacher in advance and a pupil review meeting will be completed with the new class teacher and appropriate support staff.
- IEP's (Individual Education Plans) will be discussed and further support for transition identified and planned for.

In Year 6:

- Your child will complete focussed learning activities about aspects of transition to support their understanding of the changes ahead.
- A member of staff from the secondary school will come to visit and meet with the children who will be attending their school. Information will be given to the children about their secondary school and any questions that they may have will be answered.
- Your child will be able to visit their new secondary school (induction days). They will meet their secondary teachers and complete some activities that will help to familiarise them with their new school.
- Your child's secondary school will also hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.
- If your child has already been identified as having special educational needs, then the SENCo from our school will meet with the SENCo of the secondary school during the final term of year 6. Details of your child's needs will be discussed and records passed over, along with details of the support and interventions already in place and completed. The children may also complete additional SEN induction days at their secondary school if required.
- Information and records from Inclusion Support and other agencies will also be discussed and passed over to the secondary school SENCo. The receiving secondary school will then be able to ensure that the appropriate support is in place for your child as they begin Year 7.

How can I access support for myself and my family?

By looking at the Local Authority's website <http://www.sandwell.gov.uk/send>, you will see a list of the services available to you and your child. You can also arrange to meet with our SENCo who will also be able to ensure that you speak to the correct departments and support agencies.

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