

Long Knowle Primary School



**Special Educational Needs (SEN)
Information Report 2017-2018**

Long Knowle Primary School SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish information regarding our provision for pupils with Special Educational Needs (SEN). We hope that parents/carers of current and prospective pupils find the following information helpful.

Special Educational Needs Co-ordinator (SENCO): Miss N Slide

(National Award for SEN Co-ordinators; Assistant Head Teacher; member of the Senior Leadership Team)

Contact: Tel 01902 558985 ; email office@longknowleprimary.co.uk

Link Governor: Mr P Deakin

What is Long Knowle like?

Long Knowle is a single form entry school, meaning we only have one class in each year group. We are a caring school where all pupils are valued as individuals and their strengths and areas for development built upon. We want our pupils to be the best that they can be regardless of any additional needs.

How do we identify children's needs?

*All children starting our Nursery will receive a home visit whereby information can be shared regularly regarding their child's needs and education. When children join our school at a later interval an initial meeting with parents/carers and the class teacher and Pupil and Family Support Officer (PFSO) is arranged as appropriate to the needs of the family.

*All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Where appropriate, for pupils whose first language is not English, assessment will be part of a thorough induction process; pupils in EYFS will be baselined and monitored through their early years profile taking into account all features of development typical of newly arrived pupils. Pupils at KS1 onwards will be baselined using an Initial Language Assessment based on good practice identified within "A Language in Common."

*Children who join us from other schools are supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups. It is the responsibility of the school office, along with the SENCo and PFSO to co-ordinate the gathering of information from previous settings.

How do we let you know your child may have / has SEND?

Regular pupil progress meetings are held for all pupils between school staff and parents and pupils. These meetings will identify any areas in which pupils may not be making expected progress. In partnership with parents/carers school will ensure targeted and time limited approaches to closing the gap with peers and accelerating progress. This includes differentiated in-class teaching and possibly some small group work. This is the first part of a graduated response.

If pupils continue to make less than expected progress despite targeted provision and differentiation staff and the SENCO in partnership with parents may decide that a pupil needs to be identified at SEN Support. This allows for increasingly targeted approaches to meeting pupil needs and increasingly frequent review of pupil progress and outcomes through the next stage of graduated response.

Graduated response to identifying possible SEN may involve school seeking advice and support from outside agencies but this will always be a process of coproduction with pupil, family and school.

*If parents/carers have English as an additional language, they are able to bring along a trusted friend who can translate for them, but safeguarding considerations must be taken into account. Where possible school will seek to use a member of staff who shares the family's first language or a translator will be sought by the school.

How do we measure progress?

*All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils' work and responses.

*From Years 1 to 6 all pupils are assessed in reading, writing, speaking and listening, mathematics and science on at least a termly basis. This is an on-going process using a balance of formative and summative assessments to indicate the achievements of pupils which are matched to the age related expectations for the appropriate year group. If a pupil is not making the expected progress towards achieving the end of year age related expectations or have become 'stuck' at a level for some time, extra support will be provided through timetabled intervention either as part of targeted teaching as part of a quality first teaching model, or as part of a withdrawal group, or 1:1 sessions as appropriate to need.

*In Year One a formal assessment of pupils' phonic ability is carried out; any pupils not achieving expected levels are then identified for additional phonics intervention and are re-tested in year 2.

*In addition, pupils with SEN are assessed against their individual targets. Class teachers set targets in conjunction with parents/carers and pupils, which are monitored by the SENCo. Targets are then reviewed and set on a termly basis which break down their learning into smaller steps, allowing key concepts to be revisited on a regular basis.

*All pupils with recognised SEN needs receive support for their areas of need at appropriate levels of intensity linked to the severity of need. This may be in small groups, 1:1 or in class. This need is identified on the school's SEN Register as SEN Support or in receipt of an Education, Health and Care Plan.

How do we keep a check on our SEND pupils?

*In consultation with pupils and parents/carers, class teachers review and write SEN support targets on a termly basis (October/February/May). The SENCo and members of SLT (Senior Leadership Team) moderate judgements and amend targets as appropriate before they are further discussed and amended for final agreement with parents/carers and pupils. Staff then implement strategies and teaching models in order to enable pupils to achieve their targets. These targets are then reviewed and new ones set as appropriate each term. The SENCo and class teachers use their discretion to review and set targets more frequently if the child's level of need warrants it. By the same process, intervention may end and targets no longer set with an SEN focus if a child make good progress.

*Review sheets are completed on a termly basis and are shared with parents. Copies are also sent home.

How can we help you and how can you help us?

We recognise that an effective partnership with parents/carers plays a key role in enabling children to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and invited to play an active role in their child's education, including contributing to target setting reviews. The child's class teacher will work closely with parents/carers at all stages of his/her education and should be the first port of call in case of any concerns or questions.

A meeting with the SENCO (Miss N Slide) or Head Teacher (Ms K Elliot) can be arranged on request.

In addition, parents/carers can seek impartial advice and support from the Wolverhampton Information, Advice and Support Service. Tel: 01902 556945, email: ias.service@wolverhampton.gov.uk

website: <http://wolvesiass.org/>

*Pupils' specific areas of need are supported through interventions e.g small group withdrawal sessions, the 'Fresh Start' phonic programme, Precision Teaching, Speech and Language support, LEXIA Core 5 Reading Programme, Cool Kids and Cool Characters Programmes. Current attainment and progress is used to identify children in need of intervention. Targets are set prior to intervention and progress and achievement are monitored throughout. At the end of the intervention period, achievement and progress are monitored and next steps identified.

*All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'.

*During the review session with parents/carers, teachers will provide a copy of the target tracker, which outlines strategies to help parents/carers to support their child and will give suggestions of extra activities they can do at home.

*Homework may be set for English and Maths and is specific to the pupil's ability. Reading books are sent home daily and parents/carers are encouraged to make comments in the reading diary about their child's home reading. For children identified as needing additional support in reading, on-line activities are available on LEXIA (this will be identified as a home support activity on the child's target tracker).

*Throughout the year we offer a range of INSPiRE workshops for parent/carers which allow them to gain an understanding of the curriculum and ideas of how to support their child at home.

*We are able to signpost parent to classes available throughout the year including the Nurturing Programme, Triple P, Family Learning: advice is available on Healthy Eating. Several of these courses are run through links to the Locality 8 and the School Nursing Team. The PFSO and SENCo actively seek links with other agencies and settings to support parents/carers with their identified needs.

*Class teachers are available to parents/carers at the end of the school day. Appointments for further discussion will be made if needed and requests should be made via the school office. Where possible staff will try to see parents/carers on the same day. Telephone calls and text messages are made and sent in order to maintain contact.

*Parents/carers evenings are held on a termly basis.

*Formal meetings take place on a termly basis to discuss targets, reviews and additional support.
(October/February/May)

Who can I speak to?

All staff can be contacted on the school number:

01902 558985.

If they are not immediately available, you will receive a call back.

Ms K. Elliot (Head Teacher)

Designated Child Protection Lead: Ms K Elliot (Head Teacher)

SENCo: Miss N. Slide

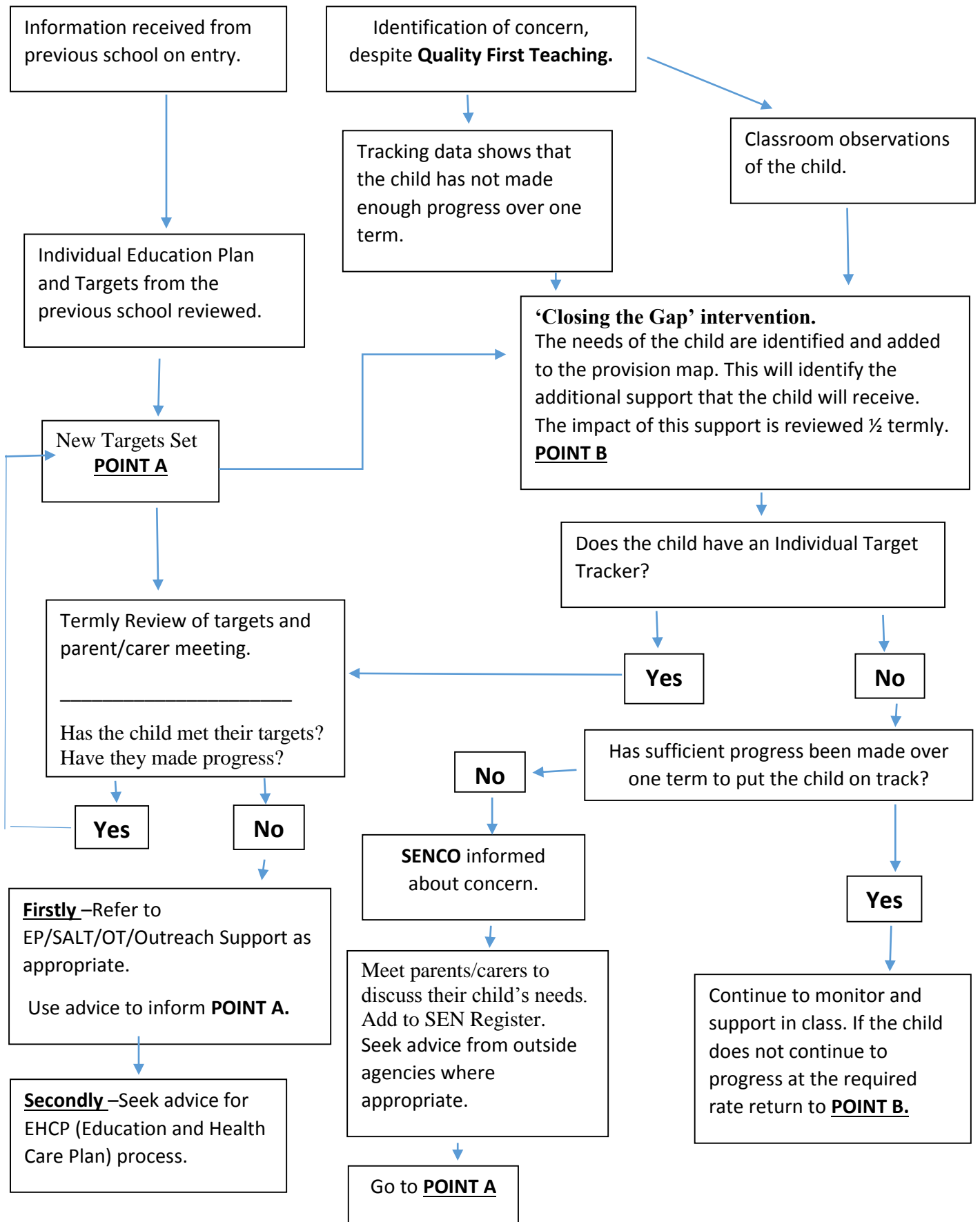
Pupil and Family Support Officers: Mrs Michelle Cook/Ms Hannah Roberts

Education Welfare Officer: Mrs Dawn Roe

Senior Specialist Educational Psychologist : Mrs Hilary Hartley (usually in school for half a day per week)

Due to the importance we place on confidentiality we are unable to communicate via email with information linked to your child's SEN provision until we have firstly had face-to-face meetings.

Long Knowle Primary School Special Educational Needs Procedure – Flow Chart (Graduated Response)



Information about Year 6 children’s SEN requirements is communicated with the relevant secondary school before transition to Year 7.

What will my child learn and how?

*A copy of our SEN and Inclusion Policy is available on the school website.

www.longknowleprimaryschool.co.uk

*Information on how we organise the curriculum is available on the school website.

www.longknowleprimaryschool.co.uk

*English and Maths lessons are taught in class groups across the school; within each class, teachers differentiate according to the abilities of the pupils

*Phonics is taught daily in Reception, and Years 1 and 2.

*All other areas of the curriculum are taught within the year group and differentiated appropriately.

Who gets helped?

*Provision is made for any pupils regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, Social, Emotional and Mental Health issues, hearing impairment, visual impairment, dyslexia and dyspraxia. Provisions are also introduced for short periods to meet specific , time bound needs as well as to meet long term needs such as those identified for pupils with EHC Plans.

How are children supported across school?

*Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCO , PFSO or Head Teacher who may make appropriate referrals, seek further professional advice or organise appropriate support if necessary.

*In addition to support given by staff, we encourage peer support e.g. Xplore play leaders, buddying systems.

*The school has a strong relationship with services giving access to counselling, mentoring and ‘social play’ sessions through Locality Team 8, Base 25, Spurgeons Young Carers and ‘Improving Futures’

*The school has provision for 1:1 and small group sessions, delivered through support staff and teachers to support pupils with personal and social needs.

How I raise any concerns that I have about progress, or request additional support for my child?

*Class teachers are available to parents/carers at the end of the school day. Appointments for further discussion can be made if needed (usually via the school office.) Staff also contact parents/carers via telephone and text message as appropriate.

How do children have their say?

*Each year group elects two members to represent them on the School Council. Regular meetings are held to discuss suggestions and concerns that have been raised and successes celebrated.

* *All pupils on the SEN register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their target tracker or additional support sheet in response to this.

What if my child is poorly?

Parents/carers must contact the school by telephone (01902 558985) early in the morning if their child has to be absent from school due to illness. This call should ideally be made between 8.30 and 9.00.

* If we have not heard from you, first day contact is made by phone/text if a child is not in school. If school cannot make contact or no contact is made by parents/carers by the second or third day a home visit may be made.

*PFSO meets weekly with Educational Welfare Officer (EWO) to discuss all pupils with attendance under 95%.

* Pupils whose attendance is frequently under 95% are identified and receive a letter from the Head teacher. If attendance issues continue or when attendance falls below 90% parents/carers are invited in to school to discuss issues with the EWO and an Early Help Assessment (EHA) is offered. If persistent absence continues, legal action is taken.

*In KS2 children are kept up to date with their ongoing attendance percentage- this is shared with parents/carers via the child's reading diary .Each week an award is given to the class with the best attendance for the week. 100% attendance for a class is rewarded with a small class treat.

*Weekly class attendance percentages are displayed on the "Celebrations" display board in the main corridor.

*Certificates are given every half term for 100% attendance. Certificates and attendance badges are given every term for 100% attendance. At the end of the year, a special badge and certificate is given to pupils who have maintained 100% attendance for the whole year.

What is behaviour like? What do you expect?

*A copy of the School's Behaviour and Discipline Policy is available on the school website. Positive reinforcements and rewards are actively encouraged and sanctions given in line with the Good to Be Green system as necessary. We use the "Marvellous Me!" App to share positive messages about children's work and achievements.

What about trips?

*The School Curriculum and out of school activities are fully inclusive and accessible to all. Additional arrangements for pupils with SEN may be made as required.

*Visits out of school and visitors in school are organised regularly and link with the year group topics. All pupils are expected to take part and additional support is organised if needed.

*Pupils with SEN have full access to the after school clubs on offer; parents/carers need to specify which clubs their child would like to attend at the beginning of each term.

*See also Equal Opportunities Policy.

What about when my child leaves primary school?

*Information is available in the Autumn Term of Year 6 to inform parents/carers of Secondary School Provision.

*Pupils with an EHC plan will discuss the options of Secondary School at their Annual review, which is held during the Summer term of year 5.

*Secondary schools arrange transition days for pupils in Year 6 to attend the new school and meet their peers. School makes pupils available to meet new staff and class teachers hold meetings with receiving colleagues to discuss individual children's needs and to pass on pertinent information. The SENCo arranges SEN information to be collected by/ be delivered to receiving schools. All information is handled confidentially and is signed for on collection/delivery or acknowledge by an email.

Where appropriate we arrange for pupils with SEND to spend additional time at their new secondary school during the summer term prior to their move. Members of staff from Long Knowle may attend these additional transition sessions with the pupils and/or arrange for the parents/carers to attend also if they wish, where this is appropriate.

What about personal care?

*Training is delivered with regards to asthma, diabetes, epilepsy and any other medical needs related to the pupils in the school.

*Many of our staff have received Paediatric First Aid Training and this is updated every three years or as dictated by their training.

*If a pupil has had first aid treatment, a notification slip is issued.

*Pupils' requirements with regards to medical care are kept in the first aid box in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Only prescribed medication will be administered in school. Pupils with long term medical needs are listed in the Staff Room and the First Aid area and a designated member(s) of staff identified. Any medication given is recorded.

*Support staff may support pupils in the event of a 'personal accident' e.g. wetting or soiling themselves. Parents/carers may be contacted by phone call if necessary.

The school does not currently have provision for regular nappy-changing. Needs of this nature will require parents/carers to meet with the Head Teacher/SENCo so that an appropriate care plan can be agreed.

*Parents/carers will be informed by telephone or in person at the end of the day if a 'personal accident' has occurred.

What qualifications do staff have?

In addition to the training listed above, all teachers hold full Qualified Teacher Status (QTS). The Senior Leadership team and PFSO have Safeguarding/Child Protection Training to the highest appropriate level, which is reviewed and updated regularly. The SENCo has completed the Nationally Accredited SENCo Award and undertakes regular updates on best practice. If we discover an area where we do not have sufficient skills in school, support or training is brokered to provide that skill.

When appropriate, the school employs SEN teaching assistants to support pupils with an Education Health and Care plan.

*The school also employs Pupil and Family Support officers to support parents/carers with a range of needs.

*Other specialist staff are organised through outside agencies.

Who might you ask for help or advice?

We work closely with lots of 'agencies' – this is what we call people outside of school who provide support or advice to staff. Amongst them we have recently worked with:

Speech and Language Therapy Service

Early Years team

Occupational Therapy: Gem Centre

Visual Impairment Team

Hearing Impairment Team

Wolverhampton Outreach Service coordinated by Dr Eve Griffiths

Locality 8 Team:

Locality 8 Manager: L Ranhunanan

Educational Psychologist: N Khan

Strengthening Families Team

The Wolverhampton Independent Advice and Support Service (WIASS), in particular, works with parents to support them with managing their child's needs and often the services and systems that causes them to come into contact with. This service is based at the Gem Centre on Neachells Lane.

Tel: 01902 556945, email: ias.service@wolverhampton.gov.uk

What are the school's access arrangements?

See Disability Accessibility Scheme on our school website

Will my child's needs cost me anything?

There is no cost to parents/carers to support additional needs within school.

Every school is allocated a budget and within this is a set amount of money to use to support its most vulnerable pupils. The school is responsible for managing and evaluating its own budget. This is closely monitored by the Headteacher, the Deputy Headteacher, the SENCo and governors through the provision map which shows how children are being supported. Additional funding is usually only provided when a child has an EHCP.

These are ways in which we spend some of our budget to best support our pupils:

- *Learning Support Assistant time for small group and 1:1 support.
- *Resources – books, apparatus and equipment
- *On-line Programmes: eg Purple Mash, LEXIA
- *Cool Kids programme
- *ELKLAN release for trained staff to support with SALT programmes.
- *Education Welfare Officer
- *Experienced EP in school ½ day per week
- *Training for staff – face to face and online
- *Outside Agencies – e.g. Re-Entry, Kingston, Base 25

The way in which our budget is spent varies from year to year and term to term based upon the needs of the children in school.

Can my child come here then?

We follow the Local Authority Admissions Guidelines and so do not discriminate against pupils with disabilities and additional needs. The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and follow the normal school admissions procedures. As appropriate, the school takes advice on supporting those pupils joining the school with additional needs and works alongside families and specialists to ensure a smooth admission and successful career in school.

Any questions?

Why not contact us directly on 01902 558985 or check our school website on <http://www.longknowleprimary.co.uk>

Parents can find further information about the Wolverhampton Local Authority's SEN Local Offer and SEN provision at: <http://wolverhampton.gov.uk/send>

Long Knowle Primary School SEN policy can be accessed via the school website.

The Long Knowle SEN Information Report will be updated regularly (at least annually) in line with government and local authority recommendations.

Miss N Slide

September 2017