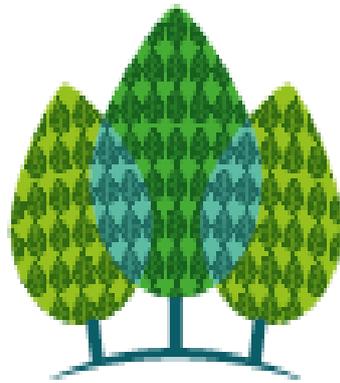


SEND Offer



Kingswood Parks
PRIMARY SCHOOL

2018-2019

Kingswood Parks Primary School, is committed to meeting the needs of all children, including those with special educational needs and disabilities (SEND). We firmly believe that all children and young people with SEN or a disability are entitled to an education that enables them to:

- achieve the best possible outcomes
- become confident individuals living fulfilling lives
- make successful transition throughout each stage of their learning

It is the responsibility of all teachers to ensure that a child with SEN or a disability, receives the support that they require to enable them to make progress– this means doing everything we can to meet the needs of children with Special Educational Needs or a disability.

About this Information Report

This purpose of this report is to explain to all stakeholders how we, as a school, will provide for children with Special Education Needs and disabilities. The information contained within this report has been developed through:

- consultation with staff and governors
- ongoing feedback from parents and carers and school staff at Kingswood Parks Primary School.

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2019.

If you need any more information please see our SEN Policy or contact the schools' SENCO – Liz Stubbs on 01482 427870

1.Special Educational Needs for Which Provision is Made

Kingswood Parks Primary School is a mainstream primary school which makes provision for the following groups of children with SEND as outlined in the new Code of Practice:

- **Communication and interaction**
e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy {Note – the building is fully accessible to children with mobility difficulties. See section 6}

2.Policies for the Identification and Assessment of Children with Special Educational Needs (SEND)

All teachers are teachers of children with SEN. At Kingswood Parks Primary School our staff recognises the importance of identifying SEN as early as possible and making effective provision quickly. The identification and assessment of SEN is built into the schools approach to monitoring the progress of all children.

We assess each child's skills and levels of attainment when they first come to the school. Children who enter our FS1 are base lined early into the term. This provides us with the information we require to monitor their progress as well as providing the information from which we can identify potential areas for concern.

Where children have area of need identified before they are admitted into school, we will work closely with the family and partnership agencies to ensure we ascertain as much as possible about the child's needs. Children are furthered base lined on their entrance to FS 2 and their progress is careful monitored.

Teachers are supported by the Senior Leaders to assess progress regularly. This supports us with the identification of any child whose progress:

- is significantly slower than that of their peers starting from the same baseline
- Is working below their age related expectations
- fails to match or better their previous rate of progress

- fails to close the attainment gap between them and their peers

Those that could be a possible cause for concern in the future are also identified and placed on a watch list.

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place and access to a range of visual supports. Making high quality teaching, normally available to the whole class, is likely to mean that fewer children will require additional support.

If their progress continues to be slower than expected, the teacher will complete an expression of concern form and work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. As a last resort, the child would be identified as having a Special Educational Need and provision put into place to support this.

When considering if a child needs SEN support, the school takes into account:

- the child's previous progress and attainment
- the teacher's assessment and experience of the child
- the child's development in comparison to their peers and national data
- the views and experience of parents
- the child's own views (where appropriate)
- advice from external support services (where involved)

Further information is set out in our SEND Policy.

3.What are the school's policies for making provision for children with special educational needs (SEN), whether or not children have Education Health and Care Plans?

The majority of our children with SEND have their needs met as part of high quality teaching. In the majority of cases this is facilitated by teachers adapting their planning to include a range of approaches to meet different learning styles, personalised learning arrangements for different children and a range of interventions - normally facilitated within school.

If a child is identified as having special educational needs their teacher and SENCO will consider everything we know about the child to determine the support that they need and how this can be provided.

When the decision to put a child on the school's register for Special Educational Needs has been made, it is necessary to identify how best to support the child's needs. A 1-page profile will be produced about the child and small step achievable targets, which aim to move a child forward in their learning are identified on an Individualised Education Plan. This will, in the majority of cases unless a child has

significant needs, be written by the class teacher following discussion with the parents, child and SENCO.

An IEP should identify the provision that is above what is in place for all other children in the classroom. Any provision that is delivered outside of the classroom should be recorded on the School's provision map - A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Using the plan, assess, do and review process as outlined in the Code of Practice 2014, will enable us to monitor the progress a child is making in relation to the targets set. If it is found that the child requires furthermore specific interventions to those being implemented by the class teacher, an IEP will be written by the SENCO, the specialist sen teacher and the class teacher after discussions with parents and the child. Targets identified will continue to be reviewed every term and changes made accordingly.

When it is felt that insufficient progress has been made, despite the best efforts of the school having been made, a decision to begin to apply for an EHC plan. The SENCO, class teacher, parent and child will contribute to the development of a support plan. The support plan will identify long term and short-term outcomes and targets will be set for the child. The support plan will be reviewed after an agreed period. At the review meeting the progress made towards the targets and outcomes will be discussed and new targets will be produced if required. If it is felt that the child still needs further support after 2 support plans, an application for an EHC plan can be submitted.

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the child agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their need.

a) How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all children make progress. We regularly review the quality of teaching in the school.

We test the effectiveness of our SEND provision by checking child progress and to see if the agreed goals and outcomes for a child are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

On a termly basis, the SENCO and the head teacher report to Governors on the quality of SEN provision and the progress towards outcomes being made by children with SEND. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

b) What are the school's arrangements for assessing and reviewing the progress of children with SEN?

Every child in the school has their progress reviewed termly. We provide an annual report to parents on their child's progress, normally at the end of the school year.

Where a child is receiving SEN support, we provide feedback to parents more regularly. We also contact parents by phone where we have specific feedback or need to discuss specific achievements, concerns or observations.

Review meetings for all children with an IEP take place three times a year – This meeting takes the form of a discussion regarding the children's progress and identifying new targets that need to be set.

When a teacher has written the IEP, reviews are usually led by a teacher – the SENCO and specialist sen teacher will support if there is a need or if a child is moving into the next tier of support.

Reviews involve the child, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- review the child's progress towards their targets and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the child, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the child's parents.

c) What is the school's approach to teaching children with SEN?

All children, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully considering the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage children to aim high. Teachers plan their lessons with the SEN of children in mind, which means that the majority of children with SEN and disabilities will be able to study the full national curriculum along with their peers

Teaching staff always aim to match the work given to children, with their ability to do it. School staff such as Teaching Assistants and other more specialist staff, may be directed to work with children, in pairs or small groups and sometimes individually.

The type of SEN support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for children as evidence shows that in many cases this prevents them becoming independent learners.

The SENCO, supported by the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that children need.

d) How does the school adapt the curriculum and learning environment for children with SEND?

We are committed to meeting the needs of all children including those with SEN. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people and therefore make all reasonable adaptations to the curriculum and the learning environment to ensure that children with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families any adaptations that are necessary and how we can best provide for these.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of children with SEN. This may also involve working with partnership agencies to ensure that all of a child's needs are met.

In considering what adaptations we need to make the SENCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Further information explaining how we meet the duty can be found by reading the school's equalities policy.

e) What additional support for learning is available to children with SEND?

The school organises the additional support for learning into 3 different levels (also called waves).

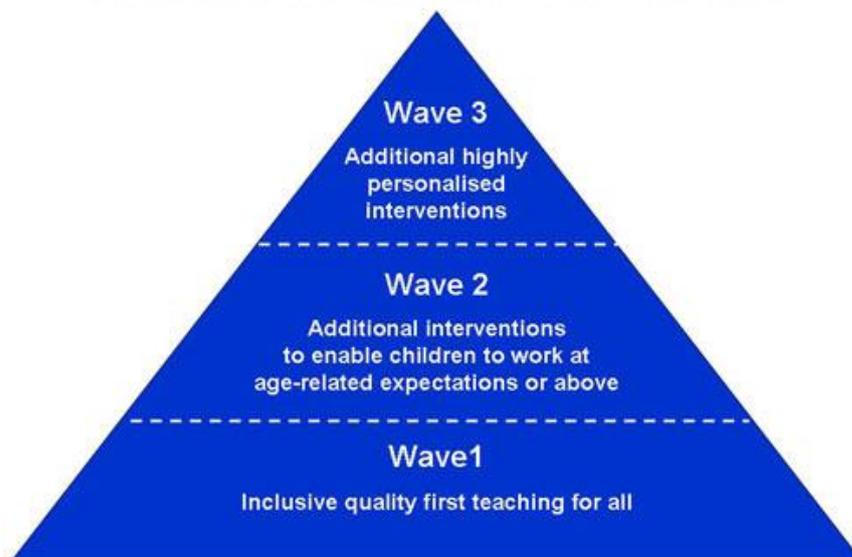
Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

Within school we have a specialist teacher with a Post Graduate Certificate in Specific Learning Difficulties (dyslexia) to deliver Wave 3 support. The teacher is able to diagnose dyslexia and is able to plan programmes of work and deliver interventions. The teacher is also able to carry diagnostic assessments to assess other areas of difficulties.

Waves of Intervention Model



We provide additional support for children with SEND to be able to access statutory tests, when needed.

We are able to support the administration of medication if it is recommended by health professionals

f) What extra-curricular activities are available for children with SEN?

The school has a wide range of extra circular activities including:

- A breakfast club each morning between 8am – 8.50am

- Lunchtime support for all children – our Teaching Assistants support on our playground, providing a range of activities to engage all children
- After school clubs

We endeavour to ensure that all children with SEND can engage in these activities of the school alongside children who do not have SEN. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a child, a support plan may be needed to ensure the child's access.

When arranging any form of educational visit, the needs of all children are taken into consideration. We strive to include all children and will, where necessary, involve parents of children with SEND in the planning of school visits to assess the benefits and risks and identify how the needs of individual children can be best met.

g) What support is available for improving the emotional and social development of children with SEN?

The foundations of the curriculum at Kingswood Parks are built on securing our children's physical, social and emotional well-being. A healthy body and a healthy mind are key elements in children being able and ready to learn. We are a restorative school and encourage our children to make the right choices and take responsibility for their actions.

We work tirelessly to create a culture within the school that values all children, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have robust policies on behaviour and bullying that set out the responsibilities of everyone in the school, as well as clear procedures and processes to enable staff to identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the child's teacher - to help them manage the child's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual support - to support children who are experiencing issues relating to their emotional health
- IBP's – to set clear expectations of both the child and school

For further information please see the school's behaviour and inclusion policies

4. Who is the SEN Co-Ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEN. They work closely with the head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEND
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational Psychology services, health and social services, and voluntary bodies

Liz Stubbs - Special Educational Needs Coordinator (SENCO for short)
Phone: 01482 427870

5. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

Kingswood Parks Primary school has robust systems in place to support all members of staff in accessing a wide range of CPD to support them in developing their role. Information on appropriate interventions for children with different types of need and access to associated training is available both through the SENCO as well as on the HCTS website, Speech and Languages services and Outreach services such as Northcott, Tweendykes and White house.

Staff across the school have completed their Level 1 safeguarding training as well as strategies in Team Teach. Training has been given on meeting the needs of children with ASD.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of children with SEN training is shared between the Head teacher, SENCO and the Governing body.

Across the school both Teachers and Teaching Assistants associated are provided with training in relation to the children with whom they support. The SENCO has the advanced certificate in SEN

When the need arises to access further training, either for children within the school or for those that maybe admitted, we will seek to identify suitable providers of relevant training.

6.What equipment and facilities are available to support children with SEN?

7.

Kingswood Parks Primary Schools supports children with a range of needs. The school site is equipped with ramps to all entrances and disabled toilets are located on every floor. The school has evac chairs on each floor and some staff have been trained on how to evacuate a child in an emergency using these chairs.

In order to ensure we cater for children who are visually impaired, an access audit was carried out in September 2014. The school meets all current requirements for such children.

Where children require additional equipment to support in their education, an individual assessment will be carried out by the relevant service.

Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs. We work closely with all partnership agencies to ensure all children are provided for regardless of their need.

8.What are the arrangements for consulting and involving parents of children with SEN in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- during discussions with Liz Stubbs– SENCO
- commenting and contributing to assessment, planning and reviews of IEP's

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually. Further information about reviews can be found in question 3b above.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEN staff to discuss progress and support including ideas for home.

- Parents as Educators programmes e.g. keeping up with your child in writing/maths, behaviour support programmes,

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meetings with the parents and the people supporting your child can be arranged.

We have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the SENCO.

What are the arrangements for consulting and involving children with SEN in their education?

Engaging all children as active learners in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about a range of topics.

Where children have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the child in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that children with SEND are included and represented in the groups and activities that we have set up to listen to the views of children and involve them in decision-making. These groups and activities include:

- The School Council
- The Eco club

The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include children with SEND in planning how best to support them, and in reviewing their progress. This may include the use of discussion, questionnaires, story boards or symbols.

All children with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

When setting or reviewing targets as part of the SEN graduated response – plan, assess, do and review, we aim to ensure that the child is involved.

(I)At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

(ii)Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.

(iii)The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

(iv)Any documentation used as a part of the agreed provision (for example, Individual Education Plans or similar) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.

b)The child/young person is able to discuss any aspect of their provision in a number of ways:-

(i)Informally with their class/form teacher informally on a regular basis.

(ii)Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.

(iii)A child/young person may contribute to this meeting either by attending in person or by providing written input. During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9.What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing for all of our children and their parents and we believe the best way to do this is to listen to what a parent has to say and to respond to their concerns. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet – we have an open door policy and invite any parent to contact our SENCO to discuss the provision that is in place to support the needs of their child.

Should the need arise for a parent to make a complaint relating to the SEN provision that has been put into place, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCo (details below)
- The head teacher – using the main school number
- The SEN governor (a letter can be submitted through school office)

The SEN Governor will then refer to the complaints procedure to try and address the issue.

If you feel you have a complaint, please contact the school for further information.

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information on local support for families of children with SEN can be found in the Local Offer. See question 13 below.

10. How does the school involve others in meeting the needs of children with SEN and in supporting the families of such children?

Where a child continues to make less than expected progress, despite support and interventions that are matched to the child's area of need being implemented, we may seek advice and support from specialists from outside agencies including:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Northcott / Tweendykes, and Ganton Outreach Services
- IPASS – Integrated Physical and Sensory Service
- Social Care
- Rowan Centre – Home Education Support
- Whitehouse Unit
- Cruze/Dove House bereavement support unit
- Police
- Traveller Education Service
- Sibling Support Service's – Barnardo's

- School Nursing Team
- KIDS parent partnership

We always seek to involve parents in any decision to involve specialists and will wherever necessary support our parents when liaising with these agencies.

The SENCO is the person who coordinates the contact and works with these outside agencies. Our main work with each of these services focuses on (but is not limited to)

- helping us train staff e.g. epilepsy and diabetes ,tube feeding,
- ascertaining more specialised advice e.g. advice on hearing impairment
- carrying out assessments e.g. a social care assessment
- requesting a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- reviewing progress and plan provision e.g. at annual reviews

11. What local support is there for the parents of children with SEN?

Information about local support is located here:

<http://hull.mylocaloffer.org/>

KIDS – 01482 467540

Offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

Website: www.kids.org.uk/Hull-sendiass

12. What are the school’s arrangements for supporting children with SEN when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work closely with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEN (examples)
In to nursery / Foundation Stage 2	<ul style="list-style-type: none"> • Home visit • Where necessary Transition meeting with the previous setting • Transition plan drawn up with main carer and your child

	(could include managed visits, pictures or transition book or video, social stories about 'moving on')
When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Transfer of records with 15 days • Sharing of relevant information
When moving groups/forms/classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays. • There is a transition week held at the end of term. For all pupils to have the opportunity to settle into their new class before the 6 weeks holiday.
–Primary to secondary transition	<ul style="list-style-type: none"> • Transfer of records with 15 days • Year 5 annual reviews planning meeting • During Year 6 the SENCO will meet with the secondary school to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to • Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex

13. Where can I find more information about SEND services in Hull and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

<http://hull.mylocaloffer.org/>