

Kilby St. Mary's C of E Primary School



SEN School Offer 2024

What are special educational needs and disabilities (SEND)?

Special educational needs and disabilities (SEND) can influence a child or young person's ability to learn and engage with the world around them. These needs may impact their behaviour, social interactions, and comprehension, as well as their academic progress. It is important to recognize that every individual has unique strengths and challenges, and with the right support and understanding, all children and young people can thrive and reach their full potential.

In line with the SEND Code of Practice, we are a mainstream school dedicated to inclusive practices, ensuring that all pupils, regardless of their individual needs or abilities, make the best possible progress. Regarding additional support for children with Special Educational Needs and/or Disabilities (SEND), our provision is structured around four key areas as outlined in the Code of Practice.

The four key areas are:

- Communicating and Interacting
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

How does the school know if children need extra help?

At different times in their education, many children require additional support to ensure they fulfil their potential. The decision to give a child extra help is based on a range of factors:

- The knowledge we gain from pre-schools about a child's educational needs.
- Through monitoring the children's performance against age related expectations.
- If class teachers, parents or the children themselves have raised concerns.
- If a child is finding learning particularly difficult.
- In some cases, identification can be made through involvement of other agencies such as speech therapists, paediatricians, education psychologists and the specialist teaching services.

What should I do if I think my child has special education needs?

If you have any concerns regarding your child, please do not hesitate to speak with us as soon as possible. The first point of contact is your child's class teacher, who can discuss your child's progress and suggest strategies for supporting them at home. If difficulties persist, our SENDCo, Mrs. Turner, may become involved. At this stage, further assessments may be conducted within the school. Following this, the school may seek guidance from external agencies, such as the Specialist Teaching Service, Speech and Language Therapists, or Educational Psychologists, to provide additional support.

How do you identify children with special educational needs?

Kilby St. Mary's C of E Primary School, in line with its Christian ethos, seeks to be an inclusive school. We recognise that children learn at different rates and there may be many factors affecting their achievement. We aim to identify problems that children are having as soon as possible. We track all pupils' progress and analyse data to identify children who are not making expected progress.

Concerns may also be raised by parents and carers, class teachers, records transferred from other schools, test results and widening gaps between a child and the majority of their peers.

Children with special educational needs are identified when despite receiving differentiated work through quality first teaching they:

- make little or no progress
- show signs of difficulty developing literacy or mathematical skills which result in poor attainment
- present with persistent emotional or behavioural difficulties which are not modified by positive behaviour management techniques normally used in school
- have sensory or physical problems
- have communication and/or interaction difficulties

Identification is initially through the class teacher then a discussion between the class teacher and SENDCo. A graduated response is implemented by the school. If an issue persists, further investigation is carried out through school testing and advice and/or testing by the specialist teaching service, speech and language service or the

educational psychology service. If parents or carers have any concerns, they should make an appointment with the class teacher initially or the SENDCo.

How will you support my child?

When a child is identified as having special educational needs, we implement the graduated response - Assess, Plan, Do, Review.

Assess - Identify what the issue/issues are.

Plan - Plan how to assist a child with their core problem/problems ensuring that the child's preferred learning styles are taken into account.

Do - We run our interventions in blocks that are age/need appropriate.

Review - At the end of an intervention block we re-assess the child to monitor the impact of the intervention. At this point, we also speak to the child to see how they feel about their learning and involve the parents in setting the next set of targets.

As well as changes to the quality first teaching that a SEND child receives, interventions are provided in a variety of areas. These include interventions in reading, maths, and writing suggested by the Specialist Teaching Service. In addition to this, outside agencies such as Occupational Therapists, Speech and Language Therapists and Educational Psychologists suggest programmes of work to develop children's speech and language, motor skills and social communication skills.

At Kilby St. Mary's, we prioritize child talk over teacher talk and employ effective teaching techniques to encourage conversation in the classroom. We believe early intervention for speech and language difficulties is crucial, providing screening and support in the foundation stage. A variety of resources are used to monitor support and track progress.

If a child has an Education Health Care Plan or SEND Intervention Funding, we will put in the provision outlined in the document. The SENDCO evaluates the effectiveness of these interventions by monitoring the start and end intervention data and intervention registers provided by class teachers.

How will you and I know how well my child is doing and how will you help me support my child's learning?

At Kilby St. Mary's C of E Primary School, all children are tracked closely for both attainment and progress. Regular pupil progress meetings between the class teacher

and head teacher are held where data from teacher assessments and more formal assessments is analysed.

In addition to this, children on the SEND register each have a passport with their individual termly targets recorded alongside. The passport summarises what makes children happy in school, their strengths and how they are best supported. Their termly targets is known as an IEP which stands for individual education plan. These targets are reviewed with parents and the child.

Class teachers, working with the SENDCO, monitor pupil's progress regularly to check how children are progressing towards these targets.

Before a target is set and a child begins an intervention, a baseline/entrance assessment is carried out. When a child completes an intervention, an exit assessment will take place to determine how they have progressed. The effectiveness of the intervention is then considered in comparison to the child's progress and a plan is made for a child's next set of targets.

Small steps assessment, class records, test results and teacher assessments are some of the information used for these pre and post intervention assessments. Class teachers meet with the parents of SEND children three times per year as set out in the new SEND Code of Practice. At these meetings, class teachers and parents jointly review the information gathered which helps towards establishing new targets. This is also a valuable opportunity for parents to share how they have been supporting their child at home and for class teachers to advise on the best personalised strategies to use at home in the future.

What is your approach to individual learning?

All staff have high expectations of all pupils regardless of their needs. We believe that all children should be taught with their peer group. Class teachers provide excellent targeted class teaching known as quality first teaching. They are well trained to adapt this teaching to meet a range of children's needs. For children with SEND, we differentiate the curriculum accordingly and take into account the different ways children learn.

When adapting teaching to meet specific needs or building in additional support, we are guided by the recommendations from outside agencies such as the Specialist Teaching Services, Speech and Language Therapists and Educational Psychologists. Additional support both inside and outside of the classroom can be in the form of small group work, one to one support and/or specialist equipment such as coloured overlays or pencil grips etc. Support can be provided by teachers or teaching assistants. Some children

may receive more specialist support from a range of external agencies. We aim to provide sufficient support for all children to reach their true potential without making them adult reliant.

We believe that working in partnership with parents is important for all children and especially so for those who are having any difficulties. Any additional support provided in school will need reinforcing as much as possible at home.

How will the curriculum be matched to my child's ongoing needs?

Following our school ethos of 'Together we are learning to live life in its fullest' (John 10:10)', all of our classrooms are welcoming, friendly and inclusive. Our highly skilled teachers use their support staff to assist children in meeting their potential. Teachers ensure that the classroom environment is appealing and is able to be used as a resource for learning. The class teacher is responsible for the planning and assessing of all pupils, including those with SEND, within their class. Planning and delivery of lessons will take into account all children's strengths and weaknesses as well as learning styles.

All the classrooms at Kilby St. Mary's C of E Primary School operate in a SEND friendly manner so that children with dyslexic, dyspraxia, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADD/ADHD) tendencies etc are not hindered from accessing the curriculum. We feel that this it is good practice to support all children but it is also vital to those who particularly need it not to feel set aside from their peers.

The Accessibility and Equality Plan is reviewed regularly to ensure it meets the needs of all individuals. When necessary, physical adjustments are made to the learning environment. However, as the school is located in a mix of buildings, some of which date back to 1873, there are limitations. We have installed ramps to accommodate wheelchair users and have a variety of handrails and grab rails to assist students with mobility challenges.

How is the decision made about the type and how much support my child will receive?

Additional support for learning is based on the observations and assessments made by school staff and outside agencies and it is tailored to meet the individual needs of our pupils. It may come from the class teacher or learning support assistant and this may be on a 1:1 basis or in a small group depending on the needs of the children.

One type of additional support children may receive is a group intervention. A group intervention runs two or three times a week for a set number of weeks dependent on the age and needs of the children in the group. The intervention acts like a booster session in a child's area of need. This group intervention is in addition to the quality first teaching a child receives. Interventions are structured programmes designed by the teachers and external agencies, such as Speech and Language. They are implemented by learning support assistants in blocks. Progress towards challenging targets is reviewed and recorded at the end of each block. When considering what intervention to implement, we analyse the learning of the child in question closely to make sure that we select the best possible intervention to match their needs. The targets that we set for our SEND children are particularly focused to try to close the gap with their peers.

From time to time, a child may receive one to one support from an adult in lessons. However, one to one work is very costly and similar or sometimes better results can be achieved through an adult working with a group of children.

Under the 2014 SEND Code of Practice, statements were replaced with Education, Health and Care Plans (EHC Plans). EHC plans specify how staff time is allocated in the same way that statements did. They also highlight if any staff training, equipment or additional interventions are needed. These plans are reviewed regularly and any changes to provision implemented.

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

All the children in our school have equal access to all opportunities. We provide a range of extra-curricular events that are open to all pupils. If a pupil has additional needs, we will ensure that the necessary adjustments to trips and visits are made to enable them to take part in the activities. In addition to this, we offer support to those children who need it at break and lunch time. We make parents aware of activities that are available externally for children with specific needs.

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

At Kilby St. Mary's C of E Primary School we believe that emotional and social development is the key to a child's academic development. We aim to provide a caring and understanding environment where all children can flourish. We are an inclusive school and we treat all children as individuals. Whilst your child's class teacher is

responsible for pastoral care, the adults in our school work as a close team to ensure that children are supported academically and pastorally.

The school also works closely with the children, parents/carers and all health professionals. At times, the school may feel it is necessary to seek advice from other professionals to support a child's needs. This may include the school nurse, teaching service or the educational psychologist.

Where pupils are found to have needs around mental, emotional and social development, provision is put in place to support these pupils and progress is monitored. This provision will come from our school 'Me in Mind' co-ordinator Mrs Norton and may include, anxiety workshops, social communication groups, anger management work or art/crafts based groups.

We ensure that there is a consistency of approach across the school so that expectations are clear for all pupils. All children are rewarded for following the rules. All classes have a system of sanctions in place too that are age appropriate.

How will I be able to raise any concerns I may have?

The SENDCo at Kilby St. Mary's C of E (Aided) Primary School is Mrs. Turner. Appointments can be made by emailing m.turner@kilby.leics.sch.uk (available on Thursdays and Fridays) or by calling the school office at 0116 2402434.

The SEND Governor is Mr. Dehaene-Gold.

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

We work with a range of outside agencies to secure specialist expertise. These include:

Supporting Leicestershire Families

Attendance officers from local secondary schools

Speech and Language Therapists

Occupational Therapists

Educational Psychologists

Specialist Teaching Service

Health Visitors/School Nurse

Community Paediatrician

Child & Adolescent Mental Health Service

Autism Outreach

ADHD Solutions

What training have staff supporting SEND had or what training are they having?

At Kilby St. Mary's, we are deeply committed to ensuring that our staff feel confident and equipped to teach and support children with SEND. We recognize the importance of continuous professional development and strive to stay up to date with the latest practices in the field. To support this, we have implemented a comprehensive three-year rolling programme to upskill staff in key neurodivergent areas, including Autism, ADHD, and Dyslexia.

Our SENDCo has completed the National Qualification for Special Educational Needs Coordinators, ensuring expert leadership in SEND provision. We dedicate INSET days specifically for SEND training, and attendance is required for all staff. Additionally, staff are provided with further training through allocated staff meetings and courses offered by specialist services.

All staff have received training in key areas, including Dyslexia Friendly Classrooms, Zones of Regulation, the Functions of Behaviour, and ADHD. We also have trained staff in Positive Handling, Transition Support, Autism Diagnosis, Anxiety Management, and Sensory Issues. Some of our support staff are additionally trained in delivering targeted literacy and mathematics catch-up interventions. Our ongoing commitment to training ensures that all staff are equipped to provide the best possible support for our neurodivergent learners.

How accessible is the school both indoors and outdoors?

As mentioned previously, the Accessibility/Equality Plan is regularly reviewed. Sometimes physical adjustments need to be made to the learning environment and where possible this is done. However, the school is housed in a mixture of building structures, some dating back to 1873. We have a range of handrails and grab rails to assist children with mobility difficulties. In addition to this, we have a disabled toilet.

Children are provided with specialist equipment where appropriate including adapted scissors/rulers, sloping desks for those with motor problems, overlays and coloured paper for children with specific learning difficulties.

How are parents involved in the setting? How can I get involved? Who can I contact for further information?

As a school, we are always keen to ensure that we work in partnership with parents. We have an open door policy to allow informal exchange of views and concerns. Parents have a daily opportunity to discuss any matters arising with their child's class teacher or the head. Our SENDCo, works on a part-time basis and is available for meetings on Thursday and Friday after school.

On a more formal basis, we have Parents' Evenings in the Autumn and Spring terms where we keep parents informed about their child's learning. In addition to this, teachers will meet with parents of children on the SEND register in the Autumn, Spring and Summer term to review IEP targets and explain new targets. This meeting allows parents to meet their child's class teacher for the following academic year as well as discussing previous and new targets. After meeting to discuss the IEP targets, the updated IEP and Passport (Summer term) will be sent home to parents for their own record keeping. A formal written end of year report will be sent out during the summer term. We find the school's open culture facilitates good lines of communication with parents.

How will my child's views be listened to?

Every child is encouraged to express their thoughts and concerns about school life at any time but particularly via initiatives such as School Council and the appointments of well-being ambassadors in Year 6. Children with SEND are encouraged to put themselves forward to act as representatives in these groups.

Teachers always talk with pupils about the work we are doing with them to ensure the children understand what is happening and why we are doing it. The teachers and support staff ask the children about their learning to find out how they learn best. All children also participate in pupil attitude surveys, subject questionnaires and pupil interviews.

In additional to this, children on the SEND register chat with an appropriate adult in school three times a year to talk about how they feel they are progressing and how they think the additional support they are having is benefitting them. As well as this, once a year, children on the SEND register will meet with an appropriate adult in school to update their passport profile. This page tells staff and parents what makes the child in question happy, what they feel their strengths are and how they feel they are best supported.

What should I do if I have a complaint?

We encourage parents with any concerns to approach the school. As mentioned previously, we operate an open door policy and all teachers can normally be spoken to before or after the school day. Initially, we expect parents to approach their child's class teacher. If this does not resolve the situation, they should ideally approach Mrs Turner in her role as the SENDCO, or Rebecca Hartshorne the Head teacher. If the concern is not resolved at this stage, parents should use the formal complaints procedure which can be found on the school website.

Who else has a role in my child's education?

The governing body actively utilizes all available resources to ensure that every child receives the best possible education.

- The school maximizes the benefits of Educational Psychology time to enhance pupil outcomes.
- We work closely with experienced professionals from the Learning Support Team at Leicestershire County Council, such as Charlie Pitt Miller, to support pupil assessments and offer expert advice on areas including reading, writing, spelling, dyslexia, as well as experienced professionals within the vision and hearing support team.
- The school collaborates with Autism Outreach to provide tailored support for children on the Autism Spectrum, with review meetings held twice a year.
- The Occupational Therapy Service plays a key role in addressing the physical, sensory, and motor coordination needs of children.
- The NHS provides Speech and Language Therapists (SALT) to support children with speech and language challenges.

In supporting children and their families, we are committed to accessing the most appropriate services to meet their unique needs.

What other support services are there who might help me and provide me with information and advice?

Once again, if you have any concerns about your child, in the first instance you should always chat to their class teacher. Please feel free to come and discuss any concerns with Mrs Turner (SENDCo) or Miss Hartshorne (Headteacher) as well.

- SENDIAS provide free, impartial and confidential advice and support on all matters relating to SEND, including education, health and social care issues. (<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/find-a-social-care-health-and-other-support-services-provider/send-information-advice-and-support-service-sendiass>) (0116 305 5614)
- SENA will be able to help with EHCP and Statements (<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>)
- Menphys - 01455 323020
- Leicestershire Psychology Service - 0116 3055100 (Tue-Thurs)
- School Nurse - 0116 2153239 (Answer machine service where you leave your details and they will return the call.)
- Hearing Support Services - 0116 305 9400
- Vision Support Services - 0116 305 9400
- Autism Outreach - 0116 305 9400

How will the school prepare and support my child to join, transfer to a new setting or to the next stage in education and life?

We understand what a worrying time it can be for children and parents when any child moves to a new class or school. Our aim at Kilby is to make that transition as smooth and successful as possible.

If the transition is within school, we ensure that the SEND information is shared in advance so that the individual teacher is aware and can make their preparations. As well as the usual meetings between teachers as part of transition, there is an additional Parents' Review for SEND parents in the summer term. At this meeting, the child's latest targets will be reviewed and new targets will be set. Both the current class

teacher and the new class teacher will be present at this meeting to ensure a smooth transition between classes.

We work closely with the schools that children transfer to and the nurseries that children transfer from. Our foundation stage teacher visits all children in their pre-school setting and feeds back fully to the SENDCo. When parents visit the school for their first information meeting about their children starting school, the SENDCo is present so that parents can have any queries addressed.

We ensure all records regarding children with special educational needs are transferred to the next school and gathered from their previous educational setting. For the children transferring to high school, a meeting is arranged between the SENDCos to discuss the pupils needs. We arrange extra induction days and visits if necessary to enable a smooth transfer.

Where can I find the local authority's Local Offer?

Kilby St. Mary's C of E (Aided) Primary School contributes to Leicestershire's Local Offer which can be found at <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>