

## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Kennington Primary

School Number: 06055

## Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

### What the school provides

A new main school entrance was built in 2008. It has a ramp for wheel chairs. There are two parking spaces available for the public and disabled persons and there is a disabled toilet on the infant corridor. All doorways within the school are wide enough to accommodate a wheelchair if necessary.

Information is available on the school website and on the notice boards in the junior and infant playgrounds in addition to regular newsletters. School furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, laptops, computers and interactive whiteboards installed in every classroom.

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for

individual pupils or groups with similar needs and the resources allocated to meet those needs?

**What the school provides**

The progress of all children at Kennington Primary is tracked and monitored each term. This enables early identification of children who are failing to make progress.

Our specialist teacher Mrs Ann Walmsley, who is qualified to carry out a range of diagnostic tests, assesses children causing concern. From these assessments learning targets are broken down into smaller steps to aid progress and also to provide a detailed and accurate individual learning plan. TA support within the classroom enables these children to fully access the curriculum.

Mrs Ann Walmsley is now trained to undertake a Dyslexia Portfolio – Report on children identified as having problems in this area. She is able to produce a detailed report for both the school and parents.

The school has recently purchased IDL (indirect dyslexia learning) This is a specialist, multi-sensory intervention system which leads students through a structured, sequenced literacy program. Students access IDL via their own unique login, which can also be used at home for additional practice. Three TA's have attended a Dyslexia Awareness training day on how to use the learning program and six laptops are available for children working through the program

Mrs Helen Buxton who does paired learning with children who have been assessed by Mrs Walmsley, supports children in KS1.

Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS.

In the case of children with medical needs, specialist support, equipment and training is provided by IDSS and NHS (School nurse, Diabetes Nurse etc...).

Staff has received first Aid and Epipen training. Staff involved in working with children with Diabetes attend an annual training course at The Royal Preston Hospital.

When sitting examinations children with SEN can be supported 1 to 1 (Statement), have timed breaks, be granted additional time, sit exams in a quiet setting to help concentration.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire E- Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

## Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### What the school provides

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

IEPs are produced termly or half termly depending on the circumstance and pupil and the school operates an Open Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school. Pupils with SEN are monitored on the SEN trackers and the extra support that they receive is shown on the school's Provision Map.

## Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

### What the school provides

The Head Teacher carries out Risk Assessments where necessary.

There is a member of staff on both the infant and junior playgrounds from 8:35.

Home time is 3.00 pm; staff may stay with the children on the playground until 3.10pm if they have not been collected on-time. After that they are brought to wait in the main corridor and a parent must sign the "late collection book" before taking them off the premises.

At playtime there are three members of staff on the infant playground and two members of staff on the junior playground.

The lunch time break is supervised by trained welfare staff.

Teaching staff or trained sports coaches ensure the safety of children during P.E. lessons.

Parents can access the Anti-Bullying Policy on the new school website.

### **Health (including Emotional Health and Wellbeing)**

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff is aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff is trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

#### **What the school provides**

All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Medicine is kept in the main office or in the fridge in the staffroom. Parents are asked to bring in no more than a daily dose.

Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records. Each class has a medical folder that has all the relevant information for the children in that class.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff is familiar with what action to take in the event of an emergency. In addition, Diabetes and Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

## Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### What the school provides

The website contains details of all staff currently employed by the school and in the School entrance there is a staff information board.

The School operates an Open Door policy and has two parent evenings a year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for parents to record their views and suggestions. At the end of the year the pupils receive a report and there is a return slip where parents can write any comments.

## Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)  
How do home/school contracts/agreements support children with SEN and their families?

### What the school provides

There is School Council for pupils to contribute their own views

Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so). They may also make appointments with the class teachers during term time if they have any concerns.

The school has a PTA and parents are invited to the annual general meeting in the Autumn term where there is the opportunity to volunteer to be a helper at events or take a more active role on the committee.

Elections to the Governing Body are held in the event a vacancy arises.

### **What help and support is available for the family?**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

### **What the school provides**

The Head Teacher or Class Teacher can offer help with forms if this is required.

There is a Notice board in each playground. These contain additional information of upcoming events or general useful information e.g. Drop in Centres etc.

If a parent required a Travel plan to get their child to and from school this would be dealt with by the Head Teacher.

## Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

### What the school provides

Each Year pupils visit their forthcoming Secondary School for a taster day and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.

Children with statements are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meetings which are held in the Spring term.

## Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

### What the school provides

Kennington Primary operates a daily Breakfast Club and After School club available to all pupils. Details for both these clubs can be found on the school website or can be collected from the school office.

Weekly violin lessons are available for Key Stage 2 children. There is a termly charge for the lessons.

During the Spring term there are opportunities for KS2 children to do Judo or Fencing before school. There is a charge for these clubs.

There is a KS2 afterschool football club in the Autumn and Spring terms. During the Spring and Summer terms there is a KS2 cricket club. KS1 children are able to join a golf club during the summer term. These clubs are free.

Children entering the school during the school year are offered friendship buddies to help them settle into their new class.