

SEN Information Report

Kennington Primary School

Kennington Primary School is a mainstream school

How does Kennington Primary School know if my child needs extra help?

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.

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

If you, as a parent, have concerns regarding your child then you should make an appointment to see the class teacher. Where appropriate the concern will then be shared with Special Educational Needs Co-ordinator. (SENCO)

How will the school staff support my child?

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.

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...).

How will I know how my child is doing?

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.

The school has two Parents Evenings each school year, the first is in October and the second one is in February. In addition to speaking to the class teacher, the parents of children receiving help from our specialist teacher will also have the opportunity to meet and discuss their child's progress with her.

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.

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

How will my child's needs be identified and the learning and development provision matched their needs?

The method of identify and allocating provision follows a graduated approach:

Each child's education will be planned for by the class teacher Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or teaching assistants in class.

Additional Need

If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher or teaching assistant. The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the teacher to establish the effectiveness of the provision and to inform future planning.

Higher Needs

If a pupil has higher level needs this may result in them being identified as requiring SEN support and in the creation of a pupil IEP. The formulation of a pupil IEP will involve the parents /carers, child and where applicable other relevant professionals. This process will identify targets for the child and how they may be achieved.

Complex Needs

If a pupil's needs are more complex a formal assessment for an educational, health and care plan may be undertaken.

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

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

The whole school follows a structured PSHE (Personal, Social, Health and Economic education) and philosophy for children to support this development.

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

Mrs Ann Walmsley our specialist teacher, is qualified to carry out a range of diagnostic tests including 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 can also access external agencies (e.g. Educational Psychologists, IDSS (Inclusion, Disability and Support Service) Speech Therapists where necessary.

What training have staff, supporting children with SEND had or are having?

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.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure the staff are 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 professionals to ensure the relevant staff

are conversant with the appropriate action or medical procedure required

How will you help me to support my child in their learning?

Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.

The SENCO (Mrs Edwina Stribbling) or the specialist teacher (Mrs Ann Walmsley), may meet with you to discuss strategies on how to support your child with their specific needs.

If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided by them that can be used at home.

How will my child and I be involved in making decisions about my child's education?

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account, this may be through:

- * Informal discussion with staff*
- * Teacher and child meetings*
- * Teacher and parent meetings*
- * Review meetings, including outside agencies where appropriate*
- * Informal meetings and discussions*

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

Appropriate provision and reasonable adjustments will be made where necessary.

Medical support will be put in place where necessary.

In some instances parents/carers may be asked to accompany their child on school trips

How accessible is the school environment?

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.

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

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

If your child is joining us from another school:

** The SENCO will undertake a pre-visit where appropriate or speak to the previous school's SENCO*

** If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.*

** Your child will be able to visit our school and stay for taster sessions, if this is appropriate.*

If your child is moving to another school:

** We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.*

** We will make sure that all records about your child are passed on as soon as possible.*

When moving classes in school:

** Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.*

** There will be opportunities to make additional visits to the new classes, if this is appropriate.*

In Year 6:

**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.*

**The SENCO will discuss the specific needs of your child with the secondary school SENCO.*

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

** Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.*

** If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.*

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

** The school budget, received from Lancashire LA, includes money for supporting children with SEN.*

** The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.*

** The money is used to provide additional support or resources dependent on individual needs*

** Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another*

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

Through consultation with parents, teaching and support staff, and relevant external agencies, the level of support will be constantly reviewed in order to identify when and where additional support may be needed.

How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

<http://new.lancashire.gov.uk/children-education-families/>

Who can I contact for further information?

Key Contacts

***Headteacher – Mr Simon Pritchard-
head@kennington.lancs.sch.uk***

***SENCo – Mrs Edwina Stribbling
e.stribbling@kennington.lancs.sch.uk***

SEN governor – TBD

Lancashire Local offer site –

<http://new.lancashire.gov.uk/children-education-families/>