

## **Kenilworth Primary School SEN Information Report (School Offer)**

### **How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

Through high quality teaching and differentiation, the school will be tracking the progress of all children. If a child is having a difficulty, then he or she will be included in the class intervention plan. This will mean that extra support is put in place to support their progress and help them to quickly catch up with their age related expectations.

The progress of pupils is assessed formally once a term and meetings between the Head Teacher, Class Teacher, Teaching Assistant and Special Educational Needs Co-ordinator (SENCo)/Deputy Head Teacher take place every half term. Adjustments are made to the intervention plans according to the needs of the children.

Should a child continue to experience difficulty over time, or if the child is immediately identified as having a high level of need, then they will be placed on the Special Educational Needs Register and you will be informed.

We would also notice if he or she had difficulty managing his/her emotions, or coping in the mainstream classroom and support these needs through nurture provision and/or programmes of work that help to develop emotional wellbeing and social skills.

At Kenilworth we have an open door policy and you can discuss your concerns with the class teacher in the first instance. You may also wish to ring the school office and ask to make an appointment to speak to the Special Needs Co-ordinator (Mrs Humbles/Mrs Sampson).

In Nursery and Reception, you will have an opportunity to discuss concerns that you may have about your child's development, but will always be given brief opportunities to discuss your child at the end of each session, or you may make an appointment if the issue required more time.

### **How will school staff support my child?**

All children will be supported in class through differentiated teaching. Teachers ensure that all children have a curriculum matched to their needs. Every class is supported by a Teaching Assistant. Children with a higher level of need may be supported in a number of ways.

For example

1. They may have extra support within a group in the classroom
2. They may take part in targeted group work with the Teacher, Teaching Assistant or a Learning Support Assistant.

3. They may be working on an individual programme of work, devised by the SENCo and Class Teacher.

In order to ensure that children with Special Educational Needs have the very best targeted support, we may seek advice from specialists such as the Educational Psychologist (through consultations), or the local Specific Learning Difficulties Base.

The Special Educational Needs Co-ordinators oversee and co-ordinate special educational provision and monitors the progress of children receiving the extra support. She is also responsible for ensuring that all staff receive the correct training either in house externally.

### **How will I know how my child is doing?**

The class teacher/SENCo will keep you informed of your child's progress and possibly provide activities for you to do with your child at home. There will be termly review meetings and ongoing discussions as well as formal opportunities such as parent's evenings in October and March, and a report in July.

Again, if you have any concerns please speak to the class teacher or make an appointment to meet with the SENCo.

### **How will the learning and development provision be matched to my child's needs?**

The class teacher plans his/her lessons to match the needs of all pupils through differentiation of lessons. We also cater for different learning styles, taking into account that some children learn visually, some learn by listening and some by 'doing' (kinaesthetically).

If your child has a Special Educational Need, there will be a termly meeting with the class teacher and SENCo. During this time we will discuss your child's progress over the previous term and agree the next steps for your child to work towards. The child and parent's view is central to these meetings. We will also ensure that future targets are implementing advice from any external professionals who have worked with the child.

All of the above forms the 'assess, plan, do and review cycle'. This enables us to ensure that we are constantly enabling the child to progress by building on what they already know.

### **What support will there be for my child's overall wellbeing?**

Kenilworth school is a very caring school. We are concerned about children's emotional as well as their physical/academic needs. Pupil voice is central to

the school ethos and children have weekly house assemblies led by year six children. The children make decisions on issues such as school rules and what is needed to improve the school environment. Each house decides on a charity to support and works out ways to raise money for their chosen charity.

We also have weekly learning assemblies in which children are rewarded for kindness and caring as well as good work.

We have a range of programmes to develop children's social and emotional skills and work closely with the Educational Psychology Service to ensure that the children are confident and emotionally literate.

We have a breakfast club, open to all children, which can be very beneficial to those children who find the beginning of the day difficult. We also have lunch club and a nurture group in the afternoon for those children who are finding some aspects of school emotionally challenging.

We have a Learning Mentor who helps to support and develop children's self-esteem, ability to manage strong emotions, develop friendships and further develop their social skills. Her role is to work with the Special Needs Co-ordinator to ensure that all children are having their emotional needs met in school, so that they are happy, settled and learning well. She works with children individually and in small groups. We also have a new nurture room and a nurture group that runs every afternoon.

As well as school based systems to support the children's behaviour and emotional wellbeing, we also work with external professionals such as Summerswood Outreach service. We also have a counsellor who offers sessions to children who are experiencing emotional difficulties.

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

The SENCo co-ordinates provision for children who need to access external services. There are a wide range of services who work closely with the school. These include:

- The Educational Psychology service
- Family Support Service
- Intensive Families First
- Speech and Language Therapy Service and the Speech and Language Advisory Teacher
- Parkside Specific Learning Difficulties Base Outreach
- Watling View Outreach Service for children with moderate learning difficult
- The Communication and Autism Team
- Summerswood Base Outreach
- Support in school for children with difficulty managing their emotions.
- Jepeca – help with developing children's self esteem
  
- School Counsellor

- Pets as Therapy
- Play Therapy
- Art Therapy
- Spurs Assets Training
- Firemen Life Skills

### **What training have the staff, supporting children and young people with SEND, had or are having?**

Teachers and all support staff access a range of training opportunities both in school and on externally run courses. The SENCo and Head Teacher ensure that staff are given the opportunity to develop the skills that they need to be able to fully support the children with additional needs in their care.

We have an inclusive approach to SEN training and staff share skills and expertise with each other.

All staff have skills in supporting children with Autism, Literacy and mathematical difficulties, Physical needs, social and emotional difficulties and speech and language difficulties. All staff make reasonable adjustments to ensure that children are fully included, can access the curriculum and are making progress.

We work closely with the local Specific Learning Difficulties Base and we access excellent training courses to enable staff to deliver programmes.

The whole staff have had training in supporting children with Autistic Spectrum Condition and staff working with specific children have attended a three day training course.

Additionally, external professionals have delivered staff meetings and INSET days to develop expertise in a range of areas. For example the Educational Psychologist delivered training on Nurture and developing children's emotional literacy. All staff have also been trained on using numicon to develop children's mathematical skills and developing dyslexia friendly classrooms. We have also had visits from Literacy and Maths advisors.

All staff will be undertaking 6 hours training on 'Hertfordshire Steps'. This is a whole school way of effectively managing children's behaviour using the same scripts and strategies. It is used throughout the county and is proven very successful.

The SENCo attends professional development meetings including Tavistock Training exploring the emotional aspects of learning. She shares practice with other members of staff.

## **How will you help me to support my child's learning?**

Your role as parent is central to your child's education and we will make every effort to support your family.

In Nursery and Reception, we conduct home visits so that your child's education starts with school and home working together.

We encourage you to read with your child every day from Reception and sign their reading diary. We provide homework matched to your child's ability and related to what has been taught at school. Please feel free to discuss any concerns or difficulties and we will make every effort to offer support.

We have good connections with the local children's centre and can also signpost you to helpful courses there if you feel you need support with parenting, or any other issues

We are very grateful to parents who volunteer to come in and help in school, with reading or other activities. This helps the children immensely, but also gives them the opportunity to develop skills.

## **How will I be involved in discussions about and planning for my child's education?**

There will be meetings with the SENCo, class teacher and other professionals. During these meetings, the child's progress will be discussed and the next steps for learning decided. The voice of the child and the parents is central to any decisions that are made.

Any concerns can be raised at these meetings, but we do have an open door policy and hope that we can address any worries as they arise. We also encourage parents to participate in school events and hope that there is an on-going dialogue so that parents feel supported throughout their child's time with us.

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

We will conduct risk assessments before engaging in any school trips. If we are taking a child with a Special Educational Need, we carefully consider what may be needed to ensure that the child can participate fully and safely. For example we may allocate additional adults, or check that the child will be able to manage stairs. We may seek your advice for the planning process, or may even ask you to come along.

Ratios of adults to children are always set at a higher level than Hertfordshire recommend.

This year we will be monitoring to see the number of children with additional needs attending clubs and will focus further in ensuring that we are providing for all children. We already run clubs at lunch time, early morning and after school to ensure that children have the opportunity to access them.

### **How accessible is the school environment?**

The school is accessible to all. We have disabled access to the building and a disabled toilet. We have accessible routes to all classrooms. Where children require additional and different equipment, we ensure that this is in place. For example if the child requires special equipment such as a work station, we ensure that one is available.

We ensure that the environment is highly visual to support those children with English as an additional language. Staff make every effort to ensure that these children feel included and have opportunities to develop their English as well as celebrate and share some of their own culture/language.

### **Who can I contact for further information?**

You may speak to the office the class teacher with your questions and they will direct you to the SENCo/Deputy or Head Teacher if they cannot answer directly.

Information and a range of policies are available to view on the website.

### **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?**

During the child's time in school they are offered more and more responsibility. For example; year six children lead house assemblies for the younger children.

Throughout year six, children have opportunities to discuss their feelings about their transition to secondary school. We liaise with the secondary schools and arrange visits from teachers as well as taking the children on visits and to sports events.

If a child changes school during the course of his her time at primary school, we liaise with the new school and ensure that any relevant information is passed on. We encourage children to visit their new school and new teachers to visit the child while they are still with us.

Additionally we acknowledge that transitions between key stages and classes are smooth and have 'meet the teacher' days as well as additional visits and class swaps. Paired reading between classes and making transition books including photos of the new class and teacher is also helpful for children who may find the move difficult. It is very helpful for children to be able to refer to

these booklets over the summer so that they are reassured of what will happen in the new school year.

### **How are the school's resources allocated and matched to children's special educational needs?**

Pupil progress meetings, parents and teachers raising concerns trigger SEN support. The schools Learning Support Assistants are allocated to deliver specific programmes of work to children in addition to the time that they spend with the Teacher and Teaching assistant. As Children with a high level of need may receive Exceptional Needs Funding.

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

Support is carefully matched to the children's needs and may be in the form of adjustments to the curriculum, intervention groups, one to one support, or specialist resources.

These decisions are made through careful assessment, analysis of pupil progress, SEN support analysis, and observations of children as well as discussion with parents.

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

Hertfordshire County Council's Local Offer can be accessed online at

[www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx](http://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx)