



Kingsway Primary & Nursery School



Special Educational Needs & Disability (SEND) Information Report November 2018

Our School SENDCo: Mrs Ikin

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEND or who are disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

What kinds of special educational needs does the school provide for?

Kingsway Primary & Nursery School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs and/or disabilities.

All staff at Kingsway Primary & Nursery School will have due regard for the Special Needs Code of Practice when carrying out any duties towards all pupils with special educational needs and/or disabilities, and ensure that parents are notified when SEN provision is being made for their child.

Special education provision means:

1. For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
2. For a child under two, educational provision of any kind.

Kingsway accommodates all SEND in line with the Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2015 SEND code of practice:

Communication and Interaction

The school provides support for pupils with speech, language and communication needs, including children with Autistic Spectrum Condition.

Cognition and Learning

The school offers provision for pupils with learning difficulties who require learning at a slower pace than their peers, even with appropriate differentiation. In addition to this, the school provides support for children with Specific Learning Difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying

challenging, disruptive or disturbing behaviour. The school can provide social and emotional support for these individuals.

Sensory and/or Physical

The school has a number of pupils who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities without appropriate adjustments or support. The school works alongside Trafford's SENAS or the relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. Sensory needs provided for include visual impairment (VI), hearing impairment (HI) and physical disabilities.

Children with medical conditions will have individual healthcare plans which specify the type and level of support required to meet their medical needs.

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

Needs are identified and tested by the school in different ways. The Code of Practice recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific).
- Social, emotional and mental health.
- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Kingsway Primary & Nursery School are responsible for identifying pupils with SEN and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Our school uses appropriate screening and assessment tools, and ascertains pupil progress through:

- Evidence obtained by teacher/ TA observation/ assessment.
- Child identified to be performing below age related expectations.
- Pupil progress in relation to objectives in the National Curriculum.
- Standardised screening or assessment tools.
- Screening /diagnostic tests.
- Reports or observations.
- Liaison with the child's health visitor on entry to Nursery/Receptions.
- Concerns raised by Parents.
- Liaison with external agencies.
- Health diagnosis through paediatrician.

If you have concerns regarding your child's progress or in relation to any of the special educational needs areas identified above, then you should make an appointment to see the class teacher along with the school's Special Educational Needs Co-ordinator (SENDCo). An action plan will then be put into place to further assess or monitor such concerns.

How will both you and I know how my child/young person is doing?

Pupil Progress Meetings - Teaching Staff

Kingsway Primary & Nursery School believes that monitoring pupil progress is crucial in aiding a child's development. Progress is the fundamental factor in determining the need for additional support. Teaching staff, along with the school's SENDCo and SLT meet three times a year following assessments and discuss pupil progress and future provision. It is at this meeting staff will discuss the progress made by your child and whether any interventions may be necessary.

Meeting with Parents/Parents' Evenings

The class teacher will meet with parents, at least twice a year (this could form part of Parent's Evening), to discuss your child's needs, support and progress.

There are many opportunities, throughout the year, that you can meet with the class teacher or SENDCos. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. Parents of children with SEND are entitled to additional meeting time with the class teacher or SENDCO to discuss progress being made and the impact of provision. In addition to the two parents' evenings, we also offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is making progress. We would always recommend meeting with your child's class teacher, in the first instance.

Our School Website

Our school's website has information on SEND and ways to support your child at home. We also aim to hold SEND coffee mornings where we can discuss ways that you can support your child's learning at home.

Provision Maps

Progress towards expected outcomes will be reviewed as part of the Assess, Plan, Do, Review Process. Parents are encouraged to be involved in the provision mapping process (more details below).

EHCPs

If your child has complex SEND they may have an Education Health Care (EHC) Plan, which means that a formal meeting (at least annually) will take place to discuss your child's progress and a report will be written.

Assessments

As a school we currently measure children's progress in learning against National expectations (2014 National Curriculum) and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods. Assessment data will be shared in end of year reports and at Parents' Evenings.

How will school staff support my child/young person?

Kingsway Primary & Nursery School understands that it is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The Class Teacher will cater for the child's needs through the delivery of the curriculum throughout the day.

Inclusive Quality First Teaching and Differentiation

All teachers are expected to make their lessons inclusive and make reasonable adjustments to ensure that their lessons are accessible. Each class teacher will deliver Inclusive Quality First Teaching (QFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. Our staff have a thorough knowledge of SEND as a result of the regular staff training and the high status SEND has in our school.

Differentiation is an approach to teaching that attempts to ensure that all students learn well, despite their many differences. Differentiation can be applied through many forms, depending on the specific needs of pupils. At Kingsway we have a differentiated curriculum which is matched to the needs of all of our learners. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Differentiation may be by task, support, resources, objectives set or the expected outcome. At Kingsway we also promote challenge to pupils through helping them adopt a Growth mindset so that they believe that they can get better at something by practicing. So when they're faced with a challenge, they become more and more determined to succeed, wanting to persevere and overcome knockbacks. They tend to feel as if they're in control, and are not threatened by hard work or failure.

Provision

Our school's SENDCo oversees all additional provision and reviews the progress of children within school. The type of support and frequency of support will vary and will be dependent on the individual's needs. At Kingsway we believe it is crucial that the children receive the appropriate support within their classroom setting; however, some children may still require more specialist support in the form of interventions. Provision is identified by the school's SENDCo, in collaboration with the English and Maths coordinators, senior leadership team and external professionals (based on thorough analysis of evidence based programmes).

Individual Provision Maps will be shared termly and include:

- What Provision the child is receiving
- How often
- By Whom
- Expected Outcomes

SEND Governor

There is a school governor with key responsibility for SEN. They are aware of the school's policies and procedures and are updated on a regular basis

Our link SEND Governor is Sue Morford

Specialist support and advice

The school's SENDCos seek regular advice and support from a wide range of specialists including speech and language therapists, educational psychologists, physiotherapists and occupational therapists.

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

The class teacher alongside the SENDCo will discuss the child's individual needs and what support would be appropriate. Different children will require different levels of support in order to close the gap to achieve age related expectations. This will be through on-going discussions with parents and pupils.

The **Assess, Plan, Do, Review Cycle** is used when support/interventions are put in place.

Assess

In identifying a child as needing SEN support the class, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Plan

After assessment, the decision will be made about what additional provision is required. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should be recorded on the school's provision map.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

We review the effectiveness of provision through monitoring progress made and collecting both formal and informal feedback from the teacher, parent and pupil.

How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Pupils with SEND or significant medical needs have been able to access all our previous trips; including our Year 6 residential visit.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. We may seek advice from external agencies at this point.

What support will there be for my child/young person's overall wellbeing?

We are extremely proud to be an inclusive school; we welcome, celebrate and embrace diversity. We take issues around bullying very seriously and challenge discrimination. All staff believe that children's positive self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.

Managing Medicines

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the class teacher or office if medication is to be taken during the school day. As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations/emergencies.

Intimate Care

At Kingsway we also have a policy for if a child is in need of an intimate care plan. Please see our 'Intimate Care Policy,' on our school website for further details.

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

Kingsway Primary & Nursery School is able to access a number of specialist services through Trafford Council, upon demand. For example - Speech and Language Therapists, Occupational Therapists and an Educational Psychologist.

Our Headteacher, Mr Lewis has over 3 years' experience as a SENDCo in his previous role as Headteacher advising and supporting staff to develop their approach to SEND.

As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Health including - GPs, School Nurse, Health Visitor, CAMHS, Paediatricians,
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Trafford Sensory Impairment Support Service
- Social Services
- Educational Psychologists
- Trafford's SEN Advisory Service (SENAS)

What training have the staff supporting children/young people with SEND had?

Training and CPD is highly regarded at Kingsway Primary & Nursery School and this is seen as an ongoing process.

There are many CPD opportunities for both teachers and teaching assistants; we recognise that a lot of the interventions are led by teaching assistants and therefore we ensure our teaching assistants receive regular training opportunities, so that they can offer expertise teaching in specific areas.

If training is received outside of school, the staff member will cascade information to other staff following their training; so that the new learning and skills can be shared with the rest of the team.

How accessible is the school environment?

Kingsway Primary & Nursery School is wheelchair friendly with all areas accessible being on one level. We have installed ramps to access areas within school that previously restricted access into the building. We have a disabled toilet in our adapted classroom.

If a child is due to start at Kingsway and has a disability which may restrict their access to the school environment it is important that parents contact us before they are due to start so that we can review the schools accessibility in light of their needs. It is important that we carry out risk assessments/plans with the site manager to ensure the individual's needs are met. We work closely with Trafford's Sensory Impairment Support Service and Trafford's SEN Advisory Service in order to make appropriate adjustments to the learning environment. Please refer to the school's Accessibility Policy.

How are parents and young people themselves involved in the school?

Communication

Home-school communication is regarded highly at our school. Appointments can be made with the class teacher when required and the school SENDCo is able to meet with parents too. There are two Parents' Evenings throughout the year, which allow teachers and parents to discuss progress and any issues. Parents can request a transition meeting when a pupil is moving into a new class or has a new teacher in the middle of a school year.

Provision Maps

All children on the SEND register have their provision recorded on an Individual Provision Map. This allows teachers to monitor and evaluate the additional provision and includes targets to help children with small steps towards learning. These targets are set in collaboration with the class teacher, teaching assistant, parents and the child - this discussion allows everyone to take ownership over the provision and allows for any amendments to be discussed.

EHC Plans

If a child has a Statement or EHC Plan, an Annual Review meeting will be held with all those involved in the child's education/progress. This ensures, the school is catering for the child in the best ways possible, as well as providing an opportunity for different professionals and parents to discuss thoughts and ideas.

Person-centred reviews

As a school we recognise the important part that parents play in their child's education and are keen to develop effective working relationships with parents. We use a person-centered approach to supporting children with SEN; taking into account the views of the child and their families. We also review EHC plans/statements in a person-centered manner; ensuring that the child's voice, as well as the parents opinions, are valued.

Child evaluations

At Kingsway we encourage all children to evaluate the effectiveness of any interventions used: children complete a child-friendly evaluation form following an intervention where they can openly discuss if they found it fun, effective and if they have any further recommendations.

Parental Feedback

The school local offer has recently been reviewed and parents have been asked to provide feedback based on how accessible the information is, how useful it is and whether they have any further recommendations.

How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Referrals can be made where it is felt necessary to a variety of different agencies and specialists. Parents are involved during the process and once a referral has been sent, updates

are given regarding appointments or assessments that are consequently given. Referrals can be made to:

- SENAS (special educational needs advisory service)
- SALT (speech and language therapy)
- SARF (single agency referral)
- Educational psychologist
- Healthy Young Minds/Just Psychology (for issues around SEMH)
- Occupational therapy

Who can I contact for further information?

If you have concerns regarding your child, the first point of contact should be the class teacher, particularly if it is a query about the provision for your child in the classroom.

If you have any concerns surrounding SEND, the class teacher may refer you to the appropriate the SENDCo, Mrs Ikin or to the Head Teacher, Mr Lewis. Appointments can be arranged by contacting the school office or by written communication.

Outside Agencies

Trafford council also provide other services that may be of use to you, for instance, Parent Partnership Service, SENAS team and Educational Psychologists. A list of these can be found through the Trafford Services directory website. The main agencies we might call on for advice and support may include:

- Education Psychology
- Speech and Language Therapy
- Healthy Young Minds
- Just Psychology
- Early Help
- MARAT (Multi Agency Referral and Assessment Team)
- SENAS (Special Educational Needs Advisory Service)
- Sensory Impairment Service
- Occupational Therapy
- Behaviour Outreach (Longford Park)
- School Nurse
- Parent Partnership (0161 912 3150)

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

Before starting at Kingsway Primary & Nursery School, all parents/carers and children are invited to look around the school with a member of the Senior Leadership Team. There is also a 'New Intake Meeting' for Parents/Carers of children in the EYFS held in the Summer Term before the September intake.

SEND children new to Kingsway

At Kingsway we liaise closely with schools from which we receive children with SEND. The SENDCo at Kingsway's will talk to both the parents and the SENDCo from the child's last school; to gather information and build a picture of their needs so that provision can be provided to ensure a smooth

transition.

Records and any useful documentation will also be provided by the child's last school so that the SENDCo at Kingsway is aware of outside agency involvement and medical/health history. This information will also include attainment data so that the receiving class teacher knows the attainment of the child with SEND.

Internal transition

At Kingsway Primary & Nursery School we recognise that change can be difficult for children, especially for pupils who move across key stages, e.g. from Reception to Year 1 or from Year 2 to Year 3.

At the end of the summer term, children will spend time in their new classes, so that they can become familiar with their new teachers and the expectations of their next year group. Additional 1-1 visits can be arranged for pupils who are feeling particularly anxious to ensure they have a smooth transition in to their new class. Parents are welcome to request a transition meeting, if they feel their child will find the transition difficult, or they have new information to share with the teaching staff.

Transition to High School

At the beginning of June, the SENDCo at Kingsway contacts the SENDCo at the receiving secondary schools and arranges transition meetings along with the Year Six teacher, Mrs Davies. These meetings are an opportunity for the receiving school to discuss the needs, current provision and get any relevant paperwork they will need to keep on file. The SENDCo at Kingsway also arranges additional transition mornings/afternoons so that the pupils can spend some time at their new school getting accustomed to their new surroundings and systems before the summer break.

As part of the Year 6 PSHE curriculum the children also explore a SEAL unit, 'changes,' and discuss their transition to secondary school. They are given the opportunity to ask questions about this move and share any anxieties and worries they may have.

Transition meetings are arranged between Kingsway and the secondary school; with parents, teachers and other appropriate professionals to attend. This is to ensure a smooth transition for both children and parents.

Any issues will be discussed and support will be amended where appropriate, through the Local Authority. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term.

What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Trafford Service Directory

www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053

Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis

