



Kirkby on Bain Church of England Primary School



Learning together for life

Special Educational Needs and Disabilities Information Report

September 2016

What are special educational needs and disabilities?

The Special Educational Needs and Disability Code of Practice (June 2014) defines special educational needs as a “child or young person (who has) a learning difficulty or disability which calls for special provision to be made for him or her”.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to or different from that made generally for children of the same age.

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

Initially speak with your child’s class teacher and explain your concerns. You, or the class teacher, may decide to consult with Mr Morley (Head teacher and Special Educational Needs Coordinator- SENCO).

The school carries out assessments and observations of learning and progress throughout the year with all children. If, as a result of these, the school believes that your child may have special educational needs, you will be contacted initially by the class teacher or SENCO to discuss this.

How will the school respond to concerns about my child?

An initial meeting will take place when we will listen to your concerns or express the schools' concerns and discuss the situation. Your child will be assessed and monitored by school staff or outside agencies over an agreed length of time, with information being shared between school and home. A follow-up meeting will then be arranged to discuss the next steps.

How will school decide if my child needs extra support?

The decision will be made by the class teacher and/or the SENCO based on evidence of your child's academic and personal progress in class. You and your child will be involved in deciding the next steps, and in setting targets to support your child. The school will sometimes work with other agencies to make a decision about whether or not a child requires extra support.

What will the school do to support my child?

We will agree on specific targets for your child to work towards. These may be recorded on an Individual Education Plan (IEP). Additional support will be organised by the class teacher. This could be individual work, small group work or the use of specific resources. Your child's targets will be reviewed regularly and IEPs are updated twice per year. Intervention from an outside agency may take place.

Who will support my child?

Your child will be supported in school by:

- The class teacher
- Additional adults (eg teaching assistants) working within class
- Volunteers who listen to children read or support in class
- Other agencies

Parents/carers are also expected to support their child to work towards their targets in partnership with the school.

What training and experience do staff have for the additional support my child needs?

The SENCO holds the National SENCO Award qualification.

Some teaching assistants have had training in the delivery of a range of different published intervention programmes. Additionally, teaching assistants work closely with class teachers to devise bespoke intervention programmes to meet the specific needs of the children they are working with. The school is an active participant in Lincolnshire's MOBILISE project which aims to maximise effective use of teaching assistants and will involve additional training for staff.

All staff attend training relevant to the special educational needs and disabilities of the children in school as required. This includes training related to caring for children with specific medical needs.

This year, the school has volunteered to participate in a Restorative Approaches in Schools Pilot Programme which will involve additional training for staff for the benefit of all children in school.

Who else might be involved in supporting my child?

Where appropriate, outside agencies will be asked to support your child and the staff who work with them.

These include:

Educational Psychologist – Tricia McLean

Specialist Teaching Team – Stacey Wilson Smith

Speech and Language Therapist – Amber Parish

Social and Communication Outreach Teacher – Anthony Bowen

Behaviour Outreach Support Service

The School Nurse Team

What support will there be for my child's emotional and social well-being?

The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development. We work closely with outside agencies to support children with emotional and behavioural needs and the school rules, including rewards and sanctions, are used consistently to support children's behaviour.

Children with specific medical needs are cared for according to their health plan and the school will administer prescribed medicines if signed permission has been given by parents/carers.

How will my child be involved in the process and be able to contribute his/her views?

Your child will be asked to contribute at all stages. His/her views will be listened to and taken into account in a variety of ways, depending on the age, abilities and needs of your child. This could include discussion with the class teacher or another adult working in his/her class, completion of a “learning map” and attendance at review meetings.

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

Our curriculum has a themed creative approach and different learning styles are catered for. Technologies are used to enhance our curriculum and planning is differentiated to enable children of all abilities and needs to access the curriculum and to be supported and challenged. Classroom organisation, including seating arrangements, displays and groupings of children support each child's individual needs. Where appropriate, additional adult support is provided within class.

What opportunities will there be for me to discuss my child's achievements?

How will I know how my child is progressing?

Class teachers are often available for brief informal conversations and more formal parent/teacher consultation sessions take place during the year. These meetings are to discuss your child's progress, attainment and well-being. All children receive an annual report at the end of the academic year detailing their overall achievement.

Review meetings relating to the special educational needs of a child are arranged at a mutually convenient time.

If concerns arise, a meeting with your child's class teacher and/or the SENCO can be arranged.

In some instances (when agreed by school and parents) a home-school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.

How does the school know how well my child is doing?

We assess all children using standardised assessments and teacher assessments. These provide a clear and detailed picture of your child's overall achievement. We use these assessments to track the amount of progress children make over the year, and how their attainment compares with age related expectations. All children use the feedback the teachers give them to identify their next steps of learning.

For children in reception, we assess children using "Ages and Stages" as defined in the Early Years Foundation Stage Curriculum.

For children in years 1-6 we assess against the objectives in the national curriculum.

Some children are assessed using PIVATS (Performance Indicators for Value Added Target Setting). This enables us to measure small steps of progress, and set appropriate specific targets.

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

We have a breakfast club which runs from 8.00am every day and after school provision which runs until 5.30pm. In addition, we offer a variety of free after school clubs on most days which run until 4.30pm. All children are welcome to attend these clubs which are run by school staff and external specialists. We will endeavour to provide support to enable all children to attend.

We have a regular programme of school trips, including trips related to current topics and other curriculum areas. We aim to enable all children to take part. Sometimes this means that we ask parents or other volunteers to help.

How accessible is the school environment? How accessible is the curriculum?

We carry out an accessibility survey regularly to ensure that the school is accessible to all. This is carried out more regularly should the need arise. We use technology to support children's learning and specific equipment and resources to support individual and specific needs. This includes use of iPads, laptops and desktop PCs to provide children with alternative ways of learning and recording information.

How will the school prepare and support my child to join the school?

We organise a series of events for children starting in reception including three taster sessions and a welcome evening for parents/carers. At the beginning of the academic year, all other classes host a welcome evening at which the routines and procedures in each class are explained. Parents are provided with an accompanying information sheet with all of the relevant information included. These can be downloaded from the school website. If your child would benefit from a more personalised transition programme we are happy to work with you to organise this.

We encourage parents/carers and children wishing to start at other times of year, or in other year groups, to look around prior to applying for a place. On arrival, new children are assigned a “buddy” who will be an instant friend to them on their first few days in school.

How will the school prepare and support my child to transfer to a new school?

We work closely with the secondary schools in the local area and these schools organise transition events and taster days. They also work closely with our staff to share relevant information about the children. If your child needs more support with transition we will arrange this in conjunction with his/her new school.

If your child moves to another primary school, we will share all of the information we have with the new school.

How can I be involved in supporting my child in school?

We encourage all parents to be actively involved in their children’s education. Your child will receive homework at a level appropriate to his/her age and ability, including reading activities, for you to support your child’s learning. Some children with special educational needs will have an Individual Education Plan (IEP) which will have been discussed and agreed by the parents, the school and the child. The IEP will include targets and suggested activities to support the child’s learning and parents are expected to support these at home with their child.

We have an active Parent Teacher Association (PTA) known as the “Friends” who organise many events and support with fundraising. All parents/carers automatically become members and are invited to attend meetings.

How can I access support for myself and my family?

If you feel that you need further support please speak with Mr Morley (Headteacher / SENCO) who will advise you on whom to contact. You can also contact the Special Educational Needs & Disabilities Service at Lincolnshire County Council (01522 553332) or Liaise SEND Information,

Advice and Support in Lincolnshire (0800 195 1635 or at Liaise@lincolnshire.gov.uk).

Who can I contact for further information?

For more information speak to Mr Morley (Headteacher and SENCO).

Tel: 01526 352715

Email: admin@kobps.lincs.sch.uk