

Kingsholm C of E Primary School - Local Offer of Support For Children and Young People With Special Educational Needs and Disabilities (SEND)

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| <p>How does our school identify that children have special educational needs and disability (SEND)?</p> | <ul style="list-style-type: none"> • Children will be identified either by the class teacher, the SENDCo (Special Educational Needs and Disability Co-ordinator) or the parent. • Observations and assessments will be carried out by staff to assess the needs of your child. • Should we require further support we will contact external services such as, Advisory Teaching Service (ATS), Speech and Language (SLT) and Educational Psychologists (EPs) etc... |
| <p>What are the first steps our school will take if special educational needs are identified?</p> | <ul style="list-style-type: none"> • The first steps would be to raise the concern with the teacher which may be through a Parents' Evening (twice a year), or through the SENDCo. • Targeted teaching or interventions will be used, whereby your child may receive additional support either in or outside of the classroom. These are run by Teaching Assistants (TAs), Higher Level Teaching Assistants (HLTAs) and Teachers in small groups where children are working towards the same/similar targets. • The following is a sample of the interventions that take place at Kingsholm Primary School: Numicon, Fizzy, Language for Thinking, Dancing Bears, Structured reading schemes e.g. Jelly and Bean and Rapid Reading, LARKS- Speech and Language Programme, Handwriting and Spelling, Social skills, self-esteem and behaviour groups. |
| <p>What should parents/carers do if they think that their child has SEND? How can they raise concerns?</p> | <ul style="list-style-type: none"> • If you have concerns about your child's progress, you should speak to your child's class teacher initially. • If you require further information, you should speak to the SENDCo and finally the Head teacher. |
| <p>How will our school involve parents and pupils in supporting their needs?</p> | <ul style="list-style-type: none"> • We have an open door policy so parents are able to speak with members of staff at mutually convenient times to discuss how to support your child both at home and school. • All reports received from outside professionals will be sent to you via your child and if there are any further concerns you can make an appointment with the SENDCo. • A 'My Plan' (which replaces IEP's) will be reviewed with you and your child twice yearly. This will enable the setting of new targets and evaluating previous targets that have been set. • A home/school contact book may be used to support communication with you (if your child has an 'EHC Plan' (Educational Health and Care Plan)- which replaces a Statement or a 'My Plan Plus'- (used to be called School Action Plus), when this has been agreed to be useful for you and your child. • In addition: If you need support in applying for an EHC plan, PPS (Parent in Partnership Service) or IPSEA (Independent Personal Special Education Advice) we will be happy to help. Please see- http://www.ipsea.org.uk |
| <p>How will our school teach and support children with SEND?</p> | <p>Class teacher's use Quality First Teaching and will ensure :</p> <ul style="list-style-type: none"> • That children work to meet their full potential using their prior knowledge and build on this to extend their learning. • That they vary their teaching styles and use different resources and approaches (which may be suggested by the SENDCo or external agencies) <p>Specific group work will occur in smaller groups or 1-1 which can be taught in our Tree house and Beehive rooms.</p> <p>Group support</p> <ul style="list-style-type: none"> • The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a SLT or EP who can provide specialist support for your child. |

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| | <p>Specified Individual support - EHC Plan Please refer to the following website for more details: http://www.gloucestershire.gov.uk/schoolsnet/sencospot</p> <ul style="list-style-type: none"> • The school (or yourself) can request that the Local Authority carry out an assessment of your child's needs. This is a legal process of around 20 weeks. • After the school has sent in the request (with additional information from you) to the Local Authority, they will decide if your child needs an EHC Plan. If this is the case they will ask you, and all professionals involved with your child, to write a report outlining your child's needs. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex or lifelong. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the multi-agency support should be used and what strategies must be put in place including long and short term goals for your child. • The SSA (Specialist Support Assistant) may be used to support your child with whole class learning, run individual programmes or run small groups including your child. |
| <p>How have we made this school accessible to children with SEND? (Including after school clubs etc...)</p> | <ul style="list-style-type: none"> • The school is accessible to children with physical disability via ramps and there is an access toilet in both the Acorn and Oak buildings. There will be a lift to the 1st floor when the new classroom extension is finished ready for September 2015. • We ensure that equipment used is accessible to all children regardless of their needs. • Enrichment activities are extended to all pupils irrelevant of their needs. Most extra-curricular clubs are fully inclusive, although some children may need 1-1 support which will need to be covered by their EHC Plan. • We have a breakfast club and an after school club that is available, the cost of which needs to be covered by their EHC Plan. • As part of our inclusive curriculum, school trips (including the residential trip) are available to all pupils, with any extra SEND provision being made where applicable. |
| <p>Who will be working with your child?</p> | <ul style="list-style-type: none"> • Within our school your child will be in a class with a teacher and sometimes a teaching assistant. The SENDCo will be overseeing their SEND provision. • Other people or external agencies that may be involved include: Pastoral Team, Attendance Office, ATS, EPs, School Nurse, Occupational Health, Physiotherapy, SLT, Children and Young People's Service, Paediatricians and GP's. |
| <p>How are the teachers in school helped to work with children with an SEND and what training do they have?</p> | <ul style="list-style-type: none"> • School staff have opportunities to improve the teaching and learning of children including those with SEND. This training is used to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • We also use the support of outside agencies e.g. from the ATS or EPS. |
| <p>How does our school provide support to improve the emotional and social developments of our SEND pupils?</p> | <ul style="list-style-type: none"> • Our school has a Pastoral Team which children, parents and carers can gain support and information from. • There are nominated staff including Lunchtime supervisors, who are first aid trained. • We are unable to administer medication (except inhalers and epi-pens or if your child is on long term/permanent medication). • Our school has a policy of zero tolerance on bullying and all relevant policies are available on the school's website. Please click on the link to our website: http://www.kingsholmpriamary.co.uk |
| <p>How do we assess and evaluate the provision that has been arranged for your child and the</p> | <ul style="list-style-type: none"> • Intervention evaluations are completed by all staff leading additional support groups. • B-Squared is used to measure progress for some SEND pupils. • National Curriculum levels are used to measure progress made by some SEND pupils. • Twice yearly progress meetings are held with the class teachers and members of the Senior Leadership Team. |

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| <p>progress that they are making?</p> | <ul style="list-style-type: none"> • School Pupil Tracker Online (SPTO) is used to record, monitor and analyse assessment data for all Reading, Writing and Maths. • My Plan and My Plan Plus reviews are held for all SEND pupils twice yearly and if your child has an EHC Plan then an Annual Review will take place to review the needs of your child. • Information is shared with parents at parent consultation evenings and through their child's annual report. |
| <p>How do we arrange and support SEND pupils transfer to another school/educational establishment?</p> | <ul style="list-style-type: none"> • If your child is moving to another school: we will contact the school SENDCo and ensure he/she knows about any special arrangements or support needed for your child. We will make sure that all records about your child are passed on as soon as possible. • At the start of the new school year: information will be passed on to the new class teacher in advance and a planning discussion will take place between the old and new teacher. Your child may benefit from a transition booklet and visits to the new class. They will also have a planned Transition Day in their new classroom. • In Year 6: The SENDCo will liaise with Secondary Schools, together with Class Teachers and Pastoral Team to discuss the specific needs of your child with the SENDCo of their secondary school. Children will attend a Transition Day at their new Secondary School to meet staff and take part in activities. Your child may be invited to additional visits at their new Secondary school, designed for pupils with SEND. Where necessary, the ATS may be involved with Transition to Secondary Schools, to assist with specialist support. |
| <p>Where can you find our SEND policy(s) and what is the role of the governors?</p> | <ul style="list-style-type: none"> • The Governing body has overall responsibility but the SEND Governor will ensure that the school makes the necessary provision for every pupil with SEND. A SEND Governor provides the link between the Governing body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at Governing body meetings and give up-to-date information on SEND provision. • Our school is very inclusive which is reflected in our SEND Policy. Please refer to our website http://www.kingsholmprimary.co.uk to review the policies. |
| <p>What to do if you need advice or need incidents clarified? Who can you contact for more information?</p> | <ul style="list-style-type: none"> • Your first point of contact will be the class teacher, the SENDCo and finally the Head teacher. • If you wish to discuss your concerns further after the Head teacher then we will arrange a meeting for you with our Chair of Governor's. • Please click on the following links to access : Funding Information- Parent Partnership Service - www.glospps.org.uk Gloucestershire County Council www.gloucestershire.gov.uk |