

<p>Head teacher: Miss Karen Minnis</p> <p>SEN Governor: Prue Burrlock</p>	<ul style="list-style-type: none"> • Consulted about planning successful movement (transition) to a new class or school; ○ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties; ○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. <p>She is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND</p> <p>She is responsible for: Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</p>
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Assessment, Planning and Review: How can I find out about how well my child is doing?

On-going monitoring takes place by class teachers, to identify pupils who are not making progress or who have social emotional or mental health needs which may be affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

This additional support is documented in an individualised provision map / Personalised Plan / Pastoral Support Plan or Behaviour Support Plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities, to facilitate independent learning.

Formal review meetings are held at least termly (3x per year). Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies, possibly via the Local Inclusion Forum Team (LIFT). The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding (High Needs Funding) is available for children who meet the criteria. This can be accessed using the Local Authority process and guidance. Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements:

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions): How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Intervention

Access to learning and the curriculum

Access to learning support staff :

In all year groups: Regular intervention programmes in class; Intensive programmes for key skills; learning support programmes

Strategies/programmes to support speech and language:

All children can receive a Language assessment (Language Link) when they start at the school, including children joining the school in any year group. Following this, any children who require speech and language support are given additional targeted support using the Language Link materials, usually in a small group.

In addition to Language Link we use: Black Sheep resources, Language for Thinking, Colourful Semantics, Narrative Skills programme, Semantic Links, Poric (teaching of concepts).

Any child who needs it is assessed for speech sound difficulties using the Speech Link assessment. If this shows speech sound difficulties the relevant programmes are then provided within school using the Speech Link programme as well as other materials eg Mr Tongue resources.

For children with more significant speech and language difficulties:

Referral to see a speech therapist once the thresholds/criteria for referral have been met

School attendance at a Speech and Language surgery where individual children can be discussed

Speech and language advice disseminated to and followed by support staff, including pre-teaching
Speech therapy individual or group delivered by support staff.

Specific modification or differentiation of resources e.g. use of Communication in Print

Strategies to support/develop literacy inc. reading:

Small intervention groups for phonics, writing and reading with tutor or TA

Intervention programmes: Reading Reflex, Lexia, Touch Type Read and Spell, Reading Comprehension groups, shadow reading to reduce reading stress, Sir Linkalot (spelling programme), Toe by Toe, Dandelion Readers, TRUGS (Teaching Reading Using Games)

Precision Teaching approach to sight word acquisition

Phonological awareness programmes: Sound Linkage, I Hear with My Little Ear

Parental workshops.

Use of reading rulers, overlays etc to reduce visual stress

Strategies to support/develop numeracy

Small intervention groups with tutor or TA

Intervention programmes: Power of 2, Plus 1, Dynamo Maths, Times Tables Rock Stars

Resources designed specifically to support maths difficulties: Breaking Barriers programme, and Dyscalculia: Dyscalculia Solution.

Parental work shops

On-going use of numicon and other manipulatives.

Provision to facilitate/support access to the curriculum

Small intervention groups for pre-teaching of vocabulary

Visually supported vocabulary on display within classes

Memory Skills groups

Strategies/support to develop independent learning

Visual timetables for class and individuals.

Mentoring by support or teaching staff.

Task management and study skills input

Touch-typing programme

Use of technology to support independence

Use of Clicker

Memory Skills groups

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

Zones of Regulation used within every class

Small intervention groups

ELSA – emotional literacy support assistant, offering support to individuals and small groups.

Intervention programmes: Lego Therapy, Talkabout, Socially Speaking, Comic Strip Conversations, Social Stories, Time to Talk (Early Years Social Skills)

Counselling & Play Therapy can be commissioned where there is a need identified.

Lunch time clubs.

Mentoring.

Regular 'celebration of success' opportunities – Friday worship

Mentoring activities:

The school may commission a counsellor who works with children and families who are experiencing emotional stress. We also have access to some Partnership-funded Counselling/Play Therapy sessions every year.

Named adult identified for children who require this level of support.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

ELSA – emotional literacy support assistant, offering support to individuals and small groups.

Parents/carers are free to speak to their child's class teacher at the end of the day or via email (within Covid restrictions).

Parents/carers can make an appointment to speak to their child's class teacher, SENCO or Head teacher at greater length whenever they wish to do so.

Parents/carers are encouraged to discuss their child's learning targets at least termly.

Transition support - visits and photo stories.

Photo stories especially for transitions and clarification of rules or procedures.

All classes use a visual time table.

Staff awareness of Adverse Childhood Experiences.

Safe spaces identified for children who need them.

School awareness of Anxiety-Based School Avoidance and recommended strategies/approaches

Pre-visit trips to support access to one-off activities eg residential

Strategies to support / modify behaviour:

School sanctions and reward systems as set out in the behaviour policy.

Mentoring.

Referral to LIFT for SEMH STLS support
Sensory circuits, sensory diet to support emotional regulation
For children who require additional support to behave more appropriately:
Individual behaviour targets and strategies employed eg Pastoral Support Plan

Support/supervision at unstructured times of the day including personal care:

Trained staff supervising at lunch times and break times.
Lunch time clubs and personalised lunch timetables
For children with personal or medical needs:
Support staff to assist pupils with personal care as specified by care plans.
Care plans for children with medical needs.
Systems in place for the administration of medication.
Training for staff in management of specific medical needs eg anaphylaxis, epilepsy, asthma

Planning, assessment, evaluation and next steps:

Regular reviews with parents.
Pupil progress reviews termly (internal meetings) and review meetings with parents 3x year.
Support plans for pupils who have needs but don't have specific targets from other agencies.
Target setting and next steps termly.
All lessons differentiated to take account of individual needs.
Class Provision maps.

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice taken from Occupational Therapists, Physiotherapists and Specialist Teachers for Physical Needs and Sensory Impairment
- Risk/safety assessments carried out and if required reasonable adaptations made to the school environment. Personal Evacuation Plans in place if required.
- Use of recommended equipment
- Use of programmes to support fine and gross motor skills eg BEAM, Jump Ahead, Clever Fingers, handwriting and letter formation groups, Write Dance, cutting skills,
- Use of programmes to support sensory processing eg sensory circuits, sensory diet, heavy work

Access to modified equipment and ICT

Advice taken from Occupational, Physiotherapist or Sensory Support Service.
Specialist equipment as required on an individual basis to access the curriculum.
If required use of: modified seating
writing slopes
adapted tools such as scissors or writing implements, pencil grips
modified reading texts and SATs papers.
voice recorders
IT programmes to enhance literacy and mathematical learning.
Software to support learning

Partnerships with External Agencies:

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Specialist Teaching Service via LIFT
- Speech and Language Therapy Service
- School Nurse and Specialist Nurses where applicable
- Inclusion and Access team
- Child Health – Community Paediatrics
- Educational Psychology Service
- Occupational Therapy
- Physiotherapy

- Social Care
- Fegans – counselling and family support
- Private Specialists in Dyslexia etc

Access to Medical Interventions

- Referral to School Nurse or Paediatrician
- Referrals to CAMHS (now called NELFT) via Single Point of Access
- Referral to the Emotional Wellbeing Service via online referral
- Care plan written and implemented.
- Staff trained to carry out specialist medical interventions such as diabetic or asthmatic care.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- Senco available to speak to parents
- Referrals to outside agencies as required
- Speech and Language therapy for specific individual pupils
- Specialist Teaching and Learning Service teachers, Speech and Language Service therapists and School Nurse attend school regularly to see specific pupils.

Agency	Description of Support
Educational Psychology Service	We are able to ask for support and advice. We currently do not have a Service Level Agreement with them but we can commission one-off pieces of work with them through Edukent.
Specialist Teaching and Learning Service (STLS)	The STLS, which is accessed by the Local Inclusion Forum Team process, have teachers supporting all the dimensions of need. Specific referrals direct to the service are required for children with VI, HI or Physical Disabilities.
Speech and Language Therapy	Speech and Language therapists work with children who have problems with speaking and/or understanding.
School Nurse	The School Nurse does general health checks on all children- height, weight, hearing, vision tests. They also work with children and their families, who have additional medical needs. They provide advice to schools about specific medical needs and provide support to write any necessary healthcare plans.
Occupational / Physiotherapy	Occupational Therapists and Physiotherapists support children who have movement and coordination difficulties. They provide advice and recommendations to the school.
Child Health, Community Paediatric Service	The School may refer a child to a Paediatrician when there is concern over a child's overall development or if a child's learning needs are felt to be due to a possible underlying medical condition.
Emotional Wellbeing Service	Children can be referred to the Emotional Wellbeing Service if they are experiencing emotional, mental health or behavioural difficulties which are impacting on their school or home life.
Social Care including Early Help	Referrals can be made via the Front Door, or in some cases via the District Conversation. Families can be offered targeted support both at home and at school.
Parent Partnership Service: Tel:	Kent County Council – IASK service We offer impartial, confidential information advice and support for parents/carers of children with SEN. We offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school.

<p>The Kent Virtual Head Teacher is responsible for looked after children (LAC) virtual.school@kent.gov.uk</p>	<p>The education of children in local authority care is the responsibility of the Virtual School Kent (VSK). The team provides support to schools, foster carers and young people, it monitors and reviews the quality of provision in schools to ensure that individual looked after children have equal access to educational opportunities.</p>
<p>Voluntary agencies: Kent Autistic Trust</p>	<p>Provides information and support to families with children on the autistic spectrum.</p>

Transition: How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

When joining the school: We will liaise with a child’s pre-school/school when we know the child has SEN. If required we will organise a Transition Planning Meeting involving current staff, outside agencies and staff from our school.

When moving to another school: We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

When moving classes in school: An information sharing meeting will take place with the new teacher. Your child will be given opportunities to visit the new class / teacher.

Year 6-7 transition: The SENCO and/or class teacher will attend the primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise: How skilled are staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered:

- Girls with ASD
- SPELL Framework for Autism Awareness
- Vocabulary
- Social Stories
- Zones of Regulation
- Attachment
- Nurture Schools

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

Training to support Pupils with Autism; Social skills training; Speech and Language Expertise; Mentoring, sensory circuits.

Who do I talk to if I am unhappy with my child's support or progress?

If parents/carers are unhappy about their child's progress or support, they should: *Make an appointment with the Class Teacher and Special Needs Coordinator.*

If things are not resolved: *Make an appointment to see the Head Teacher.*

If things continue to be unresolved: *Make an appointment to see the Governor who oversees special educational needs provision within the school.*