

# Leicestershire's Local Offer template for educational settings



## **Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)**

### **South Kilworth C of E Primary School Local Offer 2016 - 2017**

School/College Name:	South Kilworth C of E Primary School
Address:	Walcote Road, South Kilworth, Lutterworth, Leicestershire LE17 6EG
Telephone Number:	01858 575307
Name of Head teacher/Principal:	Mrs Angela Dewes
Name of Special Educational Needs Coordinator (SENCo):	Miss Yvette Warwick
Head teacher/Principal's contact details:	01858 575307 <a href="mailto:office18@southkilworth.leics.sch.uk">office18@southkilworth.leics.sch.uk</a>
Website address:	<a href="http://southkilworthschool.org.uk/">http://southkilworthschool.org.uk/</a>
Facebook account details:	N/A
Twitter Feed details:	<a href="https://twitter.com/SKprimary">https://twitter.com/SKprimary</a>
School/College Specialism:	Mainstream Primary School
Age Range of students (start and finish) to include Post 14 onwards where relevant):	Foundation stage (including pre-school) to year 6
Date of Last Inspection:	29-30 <sup>th</sup> October 2014
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes  NO

Total number of students with special educational needs at college/setting :	13 (September 2016)
Total number of students receiving additional learning support:	13 (September 2016)

### 1. The kinds of special educational needs for which provision is made.

South Kilworth C of E Primary School is a mainstream school committed to providing an appropriate and high quality education for all children at the school which enables them to:

- Develop within and contribute towards a happy, safe and caring community.
- Have lively and enquiring minds and develop a lifelong love of learning.
- Be confident, independent and responsible children with high aspirations.
- Fulfill their full potential in all aspects of their education.
- Acquire the knowledge and skills relevant to their life in a fast changing world.
- Appreciate all human achievements and develop a sense of respect for oneself and others regardless of ability, age, gender, status, race, religion or culture.
- Understand the moral values and the basic tenets of the Christian faith whilst having an understanding of other beliefs and cultures.
- Make successful transitions to the next phase of their education.

We consider every teacher to be a teacher of every child including those with special educational needs and disabilities (SEND). We have the highest aspirations and expectations for all children including those with SEND. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children.

We aim to achieve a school community where parents / carers, pupils and staff have mutual trust and confidence in each other, with clear, consistent approaches to communication and cooperative working which enable outstanding outcomes for children with SEND.

The four broad areas below give an overview of the range of needs the school plans for:

- Communication and interaction;
- Cognition and learning;

- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

We currently have pupils with a range of Special Educational Needs, including pupils with social, emotional and mental health needs, ADD, ADHD, hearing impairment, severe learning difficulties, moderate learning difficulties, fine and gross motor skill difficulties, specific learning difficulties such as dyslexia, dyspraxia and dyscalculia and pupils with specific medical needs.

## **2. Information about policies for the identification and assessment of pupils with special educational needs.**

A child has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children difficulties only become evident as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of all children. Class teachers will assess each child's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all children, identifying in particular where children are making less than expected progress given their age and individual circumstances.

Where a child's progress is causing concern, this may be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

It can include progress in areas other than attainment, for instance where a child needs to make additional progress with wider development or social needs. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. Identifying and adapting teaching to meet children's needs is a process that is in place for all children.

Children with additional needs are often identified initially by the class teacher. As recommended by the Code of Practice 2014, if teachers observe that a child is making less than expected progress given their age and individual circumstances, further actions will be taken. Class teachers will put in place relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk to parents / carers to ensure there is a shared understanding of their child's needs and to gain parental perspective on any emerging concerns and areas of strength. Where appropriate, the child's views will also be sought. Parents may approach the school with concerns about their child and we will investigate pupil's needs.

The progress of every child is monitored closely and regular pupil progress meetings take place, to identify where children are not making expected progress or are working below national curriculum expectations. During these meetings children may be identified as not making progress in spite of Quality First Teaching, appropriate differentiation, support and intervention. The class teacher will complete an initial concerns checklist and meet with the Special Educational Needs Coordinator (SENCo) and parents / carers to discuss additional needs and the requirement for further assessments. These assessments could be school based by the class teacher / SENCo or can involve specialist external agencies to identify exact needs. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will

then be placed on the SEN record at 'SEN support' and an Educational Support Plan (ESP) will be written with input from the class teacher, SENCo, pupil and parent / carers.

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

At all stages, concerns and next steps will be communicated with parents / carers either by the class teacher or the SENCo.

If parents have any concerns or wish to discuss their child's needs further, please make an appointment with the class teacher initially, who may then involve the SENCo.

### 3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How 

South Kilworth C of E Primary School
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 evaluates the effectiveness of its provision for such pupils.

Evaluating the effectiveness of the provision is an ongoing process and is regularly monitored by the SENCo. Evaluation includes;

- Termly assessment data to review progress against National Curriculum expectations,
- Small step progress against pupils' targets is recorded and reviewed; this is supported by observations made by staff working with the pupils,
- Learning walks and class observations carried out by the senior leadership team,
- Class teachers' complete intervention monitoring forms for all intervention taking place. These are completed at the beginning of an intervention, mid way and at the end. The SENCo frequently reviews the intervention monitoring forms and discusses any concerns with class teachers.

Working together the SENCo, the class teacher, parents / carers and child (where appropriate) will select appropriate support and intervention to meet the desired outcomes identified for the child, based on reliable evidence of effectiveness. These are recorded on the child's Educational Support Plan (ESP) or Education Health Care Plan (EHC). This SEND support will take the form of a four-part cycle (assess-plan-do-review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the child and their parents /carers. This review will then feed back into the analysis of the child's needs. The class teacher, with support from the SENCo where needed, will revise the support in light of the child's progress and development, deciding on any changes to the support and desired outcomes in consultation with the parents / carers and child.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

The four-part cycle (assess-plan-do-review) is repeated each term to enable the effectiveness of support to be determined and any changes in support or intervention to be decided. The class teacher, with support from the SENCo where needed, will decide on any changes to support or intervention in consultation with the parents / carers and the child. The school is fully committed to a meaningful partnership with parents / carers of children with SEND to enable them to be as fully involved as possible in decisions and to provide them with the information and support necessary to enable participation in these decisions. We do this by always making parents / carers feel welcome and actively listening to their concerns, wishes and aspirations for their child, and building effective relationships.

In addition to normal reporting arrangements, class teachers will invite parents / carers of children with SEND in their class at least three times per academic year to set and review the outcomes of support, discuss the activities and support that will help achieve objectives and identify the responsibilities of the parents / carers, child and school. These are recorded on the child's ESP or EHC plan. These meetings may be supported by the SENCo.

The school has access to external support agencies who can offer additional expertise. This includes Educational Psychologists, Advisory Teachers and Social Care and Health Professionals.

(c) Our approach to teaching pupils with special educational needs

We believe that all children need to feel included in their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. When allocating additional adult support to children, our focus is on outcomes not hours. We aim to put in sufficient support to enable all children to reach their aspirational targets but without developing learned dependence on an adult. Class teachers reflect, during their lessons, planning and marking, where children are in their learning and how best to enable them to make their next steps. This approach also encourages children to become more aware of their strengths and areas of need, in the way they learn. Using a range of evidence, class teachers will assess whether children are on track to meet their targets, whether there is an improvement in the previous rate of progress, and is the gap (attainment and/or progress) narrowing between children with SEND and all children. Effective evaluation of quality first teaching (teaching which is differentiated to meet each child's needs) and targeted provision enables necessary changes to support, provision and targets to be implemented.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand, and to experience levels of progress which bring feelings of success and achievement. All of our children have access to the full curriculum and we recognise their achievement and expertise in all areas. All of our classrooms are inclusive and friendly. Specific resources and strategies are used to support children individually and in groups. As part of normal class differentiation, curriculum content can be simplified and made accessible by using visual, tactile and concrete resources. We aim to teach in ways that will support children with specific difficulties such as dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.



(e) How we will provide additional support for learning that is available to pupils with special educational needs

Quality First Teaching is the first important step to children's learning. Additional support can then be accessed, if required, through a range of tailored interventions. When considering an intervention, we look at a pupils' profile of learning in order to select appropriate intervention which is matched to their needs. Targets for children with SEND are deliberately challenging but attainable in the attempt to close the attainment gap between the child and their peers. Interventions are often crucial in closing these gaps and are monitored closely by both the class teacher and the SENCo. Interventions are planned in blocks, at the end of each block children's progress towards their targets are assessed and recorded. The intervention is then reviewed. The type of support and intervention required by a child with SEND will depend on their level and type of need. It may include additional class teacher input, intervention programs, support from an external specialist and/or specified individual support. Examples of specialist agencies used by and that are available to be used by the school include:

- Educational psychologists
- Speech and language therapists
- Occupational therapists and physiotherapists
- Autism Outreach
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. The school may also use Pupil Premium Funding to enhance learning where a child is registered as having SEND and is also in receipt of the Pupil Premium grant.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All of our children have equal access to all opportunities. Where necessary we make amendments and adaptations to meet pupils' needs. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. We have a breakfast club and several afterschool and lunch time clubs, all of which are inclusive and welcome all children regardless of SEN or disability needs.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

All children at South Kilworth Primary School are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. This includes other professionals working within the school such as the School Nurse. On occasions it may be necessary for the school to seek advice from other professionals to support a child's needs. If parents and the school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services) or the school may make a referral through the Educational Psychologist or school nurse. If the child is felt to have long term social, emotional or mental health needs for example with anger management, the school offers social skills interventions.

#### **4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:**

The SENCo for South Kilworth C of E Primary School is Yvette Warwick. Appointments can be made at the school office should you wish to discuss any concerns regarding your child.

Our SENCo's responsibilities are taken from the SEND 0-25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after child has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- liaising with parents / carers of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a child and their parents / carers are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all children with SEND up to date.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

All of our teachers are trained to work with children with SEN and have access to advice, information and resources to enable them to teach all children effectively. Skills audits and emerging needs of children with SEND determine appropriate continuing professional development (CPD) for staff. Recent CPD includes behavioural support, dyslexia, talk boost intervention, bereavement in children, ESP's, ASD, RAD and ADHD. The SENCo has completed the Post Graduate Certificate in Special Educational Needs Coordinator and attends termly SEND network meetings to ensure she is up to date with the latest information and initiatives. Some staff have expertise and training on specific interventions and strategies to support them in meeting individual needs. Medical training to support children with medical care plans for conditions such as asthma and allergies, including EPI pen training, is undertaken annually and as required by teaching and support staff. Staff regularly undertake first aid training.

## **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school's core budget is used to make general provision for all children in the school including children with SEND. In addition, the school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEND budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual child. The school may also use Pupil Premium Funding where a child is registered as SEND and is also in receipt of the Pupil Premium grant to address the needs of the child and enhance learning and achievement. Equipment is allocated or purchased as required appropriate to the individual needs of the pupil. This can include visual aids, specialist equipment and aids that will promote progress.

There are two levels of support for children with SEND:

- School SEND support (for children with SEND requiring a person centred, holistic approach to meeting needs but do not have complex difficulties);
- Education, Health and Care Plan (EHCP) (for children with complex difficulties requiring long term complex arrangements).

There is disabled access to the key stage 1 and key stage 2 buildings and a disabled toilet located in the key stage 2 building. When necessary we make changes to the environment or building to accommodate for physical or other needs. There is an accessibility plan in place.

## **7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

The school is fully committed to a meaningful partnership with parents / carers of all children including those with SEND. We want parents / carers to be as fully involved as possible in decisions and we provide them with the information and support necessary to enable participation in those decisions. We do this by:

- Always making parents / carers feel welcome and actively listening to their concerns, wishes and aspirations for their child.
- Providing all information in an accessible way.
- Ensuring the SENCo is available for meeting by appointment through the school office
- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents / carers to discuss concerns regarding children's progress at the earliest opportunity, raised either by the class teacher or the parents / carers themselves.
- Class teachers inviting parents / carers of children with SEND in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parents / carers, the children and the school. These meetings will provide an opportunity for the parents / carers to share their views and may be supported by the SENCo.
- Supporting and guiding parents / carers in ways that they can help with their child's learning and development at home.
- Recording the outcomes, actions and support agreed through the discussions and ensuring they are shared with the appropriate school staff and giving a record to the child's parents / carers.
- Signposting parents / carers to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents / carers of pupils with SEND when reviewing the school's SEND Information Report and the SEND policy. A paper copy will be made available to parents / carers on request.
- Planning in additional support for parents / carers at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Seeking parents' / carers' views through periodic questionnaires and considering

adjustments to practice in the light of analysis.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

The school recognises that all children have the right to be involved in making decisions and exercising choice. We aim to develop children's self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions. We will do this by:

- Self-knowledge is the first step towards effective self-advocacy so, with their parents / carers, we will support children to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, children with SEND are involved in monitoring and reviewing their progress. They are, as fully as possible, involved in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Children with SEND are encouraged to stand for election to the School Council and other positions of responsibility.
- Planning in additional support for children at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to the next phase of education.
- Seeking children's views through regular questionnaires / group interview activities undertaken by the SENCo and / or SEN Governor, considering adjustments required in the light of analysis.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

All complaints at South Kilworth C of E Primary School are taken extremely seriously. Please see the school complaints policy for further information.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The governing body monitors the provision for SEND across the school. The governor responsible for SEND meets with the SENCo regularly, these meetings are reported to governors in full governors termly meetings along with an annual SEND report.



**11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

<https://www.sendirect.org.uk/> 020 7608 8772

[http://www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer) 0116 305 6545

<http://www.menphys.org.uk/index.php/our-services/parent-participation> 0116 2823659

<http://www.councilfordisabledchildren.org.uk/> 0207 843 1900

[www.leics.gov.uk](http://www.leics.gov.uk)

Parent Partnership 0116 2752097

Together for Families 0116 2885353

Family Information Service 0116 3056545

**12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

Transition into and within school: We understand how difficult it is for children and parents as they move into a new class or a new school and we do what we can according to the individual needs of the child to make transition easier. We plan ahead to ensure that pupils with additional needs have a successful transition. This includes sharing information in advance so that the new school or teacher is aware of individual needs and can make their own preparations; this may include securing resources or arranging training for staff. Where appropriate additional visits are made for pupils to visit their new schools or class to familiarise themselves with the environment and get to know key staff. Opportunities to take photographs are also provided. When pupils are moving to secondary schools a meeting is held between the SENCo's of both schools to discuss pupils needs. Secondary SENCo's are invited to attend annual reviews and other meetings. In addition, meetings may be arranged for parents to meet the SENCo or mentors. Meetings (may involve multi-agencies) are also held to ensure that information, data and assessments are passed on and that the schools have clear ideas as to the needs of the children with SEND transferring to them.

### 13. Information on our contribution to the publication of the local authority's local offer.

South Kilworth C of E Primary School contributes to Leicestershire's Local Offer.

[http://www.leics.gov.uk/index/children\\_families/family/send.htm](http://www.leics.gov.uk/index/children_families/family/send.htm)

